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ABSTRACT

This guide was developed to provide local district administrators, counselors, and teachers in Texas information to implement a high-quality business education program. It contains 10 sections that cover the following the following topics: (1) purpose of business education; (2) general information (crosswalk of courses, types of courses, honors courses, graduation requirements, tech prep, career pathways, instructional materials, textbook information, and characteristics of a good business education classroom plan); (3) procedures for conducting business education classes; (4) working with students with disabilities; (5) advisory committees; (6) public relations; (7) student organizations; (8) funding; (9) Texas Workforce Commission; and (10) course evaluation. Five appendixes include an instructional materials order form, various types of district boundaries and addresses, procedures for hearings, and cooperative training plans. (KC)

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PROGRAM GUIDE FOR BUSINESS EDUCATION

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PROGRAM GUIDE FOR BUSINESS EDUCATION

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(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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Table of Contents

	Page
Purpose of Business Education	1
General Information	2
Crosswalk of Courses	3
Types of Courses	4
High School Credit	4
Course Descriptions for TEKS	6
Experimental Courses	13
Honors Courses	13
Graduation Requirements, Options, & Comparisons	13
Tech Prep	20
Tech Prep Consortium Directors	22
Core Standards and Measures for Career and Technology Education	24
Business Education Career Pathways	25
Sample of Career Pathways/Materials from Fort Worth ISD	28
Sample of Career Pathways/Materials from North East ISD, San Antonio	32
Teacher Qualifications and Certification Requirements	33
Office Education	33
Business Education	36
Instructional Materials	39
Textbook Information and Issues	39
Textbook Adoption List	41
Equipment and Facility Recommendations	44

	Page
Characteristics of a Good Business Education Classroom Plan	45
Procedures for Conducting Business Education Classes	47
Delivery Systems	48
Evaluation	49
Responsibilities of a Teacher	50
Working with Students with Disabilities	52
Serving Students with Special Needs	53
Special Populations	53
Graduation Requirements	54
Coordination with Special Education - ARD	55
Individual Education Plan (IEP)	56
Coordination of Instruction	59
Advisory Committee	60
Establishing an Advisory Committee	61
Membership	61
Meetings with sample Agendas and Letters	64
Benefits	67
Public Relations	68
Publicizing Business Education	69
Public Relations Through Media	72
Community Resources	76
Student Recruitment	76

	Page
Student Organizations	78
Career and Technology Education Student Organizations for Business Education	79
Business Professionals of America	79
Future Business Leaders of America	80
Motivating Students to Participate	81
Business Professionals of America Administrative Area Map	83
Future Business Leaders of America Area Map	84
Future Business Leaders of America District Map	85
Funding	86
Career and Technology Education Allotment	87
Career and Technology Education Contact Hours for State Funding	87
Local Instructional Administration	88
Texas Workforce Commission	92
Texas Workforce Commission Information	93
Texas Workforce Centers	94
Course Evaluation	97
Business Education Program Evaluation	98
Appendix	108
EIMC Instructional Materials Order Form	109
ESC Boundaries and Addresses	111
SBOE Boundaries, Pictures, and Addresses	113
Procedures for Hearings and Testimony Before SBOE	117
Cooperative Training Plans	125

PURPOSE OF BUSINESS EDUCATION

The overall purpose of business education is to provide individuals with knowledge, skills, and abilities to meet local, state, and national needs for business employment and preparation for further instruction in higher education. It is for all students who want, need, and can profit from this instruction. Realistic consideration is given to the needs and opportunities of the employment market.

Business education has made important strides in breaking with traditional subject-oriented curricula. The new curricula are sequences of educational experiences related to career occupational objectives which have been formulated through an analysis of duties, skills, and abilities of business occupations. The instructional sequence is a balance of principles from which the student learns about the environment he or she will face in the business world, as well as life skills needed for personal use. The student has the opportunity to acquire occupational specialization skills necessary for a business career, to prepare for studies in institutes of higher education, and to participate in realistic school-based and work-based experiences with necessary supervision, direction, and coordination.

For teachers desiring to deliver the highest possible quality Business Education programs, the summer Professional Improvement Conference is a "must-do" activity. It is both motivational and informative; and in addition, it provides outstanding networking opportunities among colleagues.

Business education is a comprehensive program stressing the career objective of the individual student. It is not a terminal program because the individual determines the level of training he or she wishes to obtain through courses which range from exploratory, technical, comprehensive, work based, or research based. This document is to provide the local district administrator, counselor, and teacher sufficient information to implement a quality Business Education program. The staff is available to assist the districts and teachers any way possible.

GENERAL INFORMATION

CROSSWALK OF OLD AND NEW COURSES

Business Education	Office Education	New Combined Curriculum
Courses Grades 7-8th	Courses Grades 9-12	Courses Grades 6-8
Keyboarding		Introduction to Keyboarding
Career Investigation		In Career Orientation
		Intro. to Recordkeeping (new)
		Intro. to Bus. Support Sys. (new)
		Business Venture (new)
Grades 9-12th		Grades 9-12th
Economics		Integrated & Soc. Studies
Business Communications		Business Communications
Microcomputer Applications	Microcomputer Applications	Business Computer Information Systems I
	Business Office Services, Business Office Clerical, Office Support Systems	Business Support Systems
Introduction to Business		Introduction to Business
KB/Word Processing		Keyboarding
Recordkeeping		Recordkeeping
Accounting		Accounting I
Personal Finance	Business Financial Applications	Banking & Financial Sys.
	Desktop Publishing (Expr.) Multimedia Technology (Expr.)	Business Image Management & Multimedia
Business Law		Business Law
Bus. Management & Ownership		Business Management
		Business Ownership
	Networking Technology: Internet, WWW, and Telecommunications (Expr.)	Telecommunications & Networking
Advanced Word Processing	Business Information Processing I	Word Processing Appl.
	BIP II (Expr.)	Integrated into BCIS II
Advanced Accounting	Computerized Accounting (Expr.)	Accounting II
Office Administrative Systems	Office Administrative Systems I	Administrative Procedures
	Medical Administrative Systems	Sub-sets: Medical Procedures
	Legal Administrative Systems	Legal Procedures
	Insurance Administrative Systems	deleted
	Banking Administrative Systems	deleted
	Office Administrative Systems II (Expr)	Integrated into Admin. Proc.
Business Computer Applications	Business Computer Applications I,	Bus. Comp. Inform. Sys. II
	BCA II (Expr.)	Integrated into BCIS II
Business Computer Programming	Business Computer Programming I	Business Computer Programming
	BCP II (Expr.)	Integrated into BCP
	International Business (Expr.)	International Business
		Independent Study (new)
	CVAE	deleted
	Educational Assistant (Expr.)	deleted
Shorthand		delete
Advanced Shorthand		deleted
Business Math (Expr)		Integrated in all courses
Total Business Education Courses	Total Office Education Courses	Total New Courses
20	24	24

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TYPES OF COURSES

Exploratory

Broad, general content at introductory level that provides opportunities for discovery of interests as well as foundations for advanced concepts.

Technical

Specific content that provides a concentrated focus on an occupational or technological area.

Comprehensive

Advanced level concepts and content are occupational-specific and in a classroom setting for one or two semesters.

Work Based

Laboratory is a simulated occupational setting in classroom for multiple periods and possibly multiple years.

Cooperative is an on-the-job experience where students spend part time in classroom and part time working in a business and the employers advise and counsel with the coordinator about the individualized classroom instruction the student needs in order to perform satisfactorily on the job. Also can be offered as multiple periods and possibly multiple years.

Research Based

Independent study or project in an area of individual or group interest, based on research with a product appropriate to study. Developed in coordination with a teacher, mentor, and committee.

HIGH SCHOOL CREDIT

The following are the credits that business education courses can provide:

One-half credit

For a one hour-one semester, exploratory, technical, comprehensive or laboratory course.

One credit

For a one hour-two semester, exploratory, technical, comprehensive, laboratory or cooperative course.

Two credits

For the cooperative courses, a student must be employed at least 10 hours per school week. The student's weekly schedule of instruction and on-the-job training shall not exceed 40 hours. A student may be enrolled for two years, thus receiving four credits.

Two credits

For a two-hour laboratory course.

Three credits

For cooperative courses and in accordance with labor laws, a student must be employed 15 hours, 10 of which shall be during the school week. The student's weekly schedule of instruction and on-the-job training shall not exceed 40 hours. A student may be enrolled for two years, thus receiving six credits.

Note: A student enrolled for only one semester may receive 1/2 credit. Occupational specific courses are not designed to be less than one year in length; however, if a student should exit at the end of one semester, they are entitled to the semester credit.

Block Scheduling

Districts that operate block schedules in which class periods are not in one-hour increments should use the following chart when determining career and technology education codes for students.

Career and Technology Education Code	Average minutes per day in career and technology class
V1	45-89
V2	90-149
V3	150-180+

Each career and technology class must be examined separately to determine the average minutes per day students attend that class. Average minutes per day must be computed by reviewing a complete cycle of classes. For example, if a class meets on even-numbered days of the month, a two-week cycle must be reviewed. One week the class will meet on Monday, Wednesday, and Friday, and the next week the class will meet on Tuesday and Thursday. Once average minutes are determined, the applicable code is assigned to each career and technology class.

For students who are enrolled in more than one career and technology class, career and technology education codes are combined to determine the correct career and technology education code assigned to each student. For example, a student is enrolled in a career and technology class that averages 50 minutes per day (V1) and a career and technology class that averages 150 minutes per day (V3). When the V1 and V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.

COURSE DESCRIPTIONS FOR TEKS

Listed below are descriptions for TEKS courses only. Codes are not available at this time. The current curriculum is not repeated but may continue to be used for 1997-98. Enrichment curriculum by law is for guidelines only to the district. The grade placements, prerequisites, recommended prerequisites, and content are provided to indicate the best practices in terms of student development.

Accounting I
Grade Placement: 10-12 **Credit: 1/2-1**
Recommended Prerequisite: None

Introduces students to accounting concepts, principles, and procedures. The course emphasizes the skills, knowledge, and attitudes necessary for individuals to conduct personal business or to further their education in the field of accounting.

Accounting II
Grade Placement: 11-12 **Credits: 1/2-1 or 1-3***
Prerequisite: Accounting I
Recommended Prerequisite: BCISI

Provides the student an opportunity to review and further develop the fundamental accounting principles using technology. The course helps students develop additional skills in applying principles used in accounting systems and methods commonly found in business. Accounting II is designed for students interested in continuing their education at the postsecondary level or entering the workforce.

Administrative Procedures
Grade Placement: 11-12 **Credits: 1-3***
Recommended Prerequisite: Keyboarding or Equivalent

Administrative Procedures is a study of various systems and administrative procedures that enable a worker to manage or function in the workplace. Students enhance technology and communication skills as they use office procedures, such as telecommunications, electronic records management.

Subset of Administrative Procedures:
Legal Administrative Systems

Legal Administrative Systems offers opportunities to investigate the legal field. The course of study includes professional activities and social implications pertaining to the field, applying word processing skills using computer-based tools by employing appropriate steps for legal document production, effective legal communication, information management and control of legal documents, and operation of office equipment such as transcription machine, calculator, and computer to perform tasks related to the legal office.

Subset of Administrative Procedures:
Medical Administrative Systems

Medical Administrative Procedures offers opportunities to investigate the medical field. The course of study includes: duties and responsibilities common to medical offices, identifying current terminology related to the medical industry and to technology, applying word processing skills using computer-based tools by employing appropriate steps for medical document production, composing and preparing effective medical communications, and operation of office equipment related to the field, processing of medical insurance, and demonstrating skills related to the daily accounting cycle.

Banking and Financial Systems
Grade Placement: 11-12 **Credit: 1/2**
Recommended Prerequisite: None

Banking and Financial Systems introduces students to banking and financial concepts, principles and procedures. This course emphasizes the role of money in the modern economy, recognizes the economic theories and financial forces that influence international business, and compares consumer financial transactions with government transactions.

Business Education Independent Study
Grade 11-12 **Credit: 1/2**
Recommended Prerequisites: 2 business courses including Keyboarding or Equivalent**

This is an independent or team study project which allows a student to incorporate previously learned knowledge and skills to solve a business and/or community problem. Under the supervision of a business teacher, the student will select, investigate, and propose a solution to the problem. For interdisciplinary projects the student may select teachers from different disciplines and/or representatives from business as mentors.

Business Communications
Grade Placement: 10-12 **Credit: 1/2-1**
Recommended Prerequisite: Keyboarding, 1/2 credit or equivalent**

Business Communications is the application of reading, writing, listening, and speaking skills in meaningful business situations. Students develop the ability to send and receive clear and complete oral, written, and electronic messages. This will count as English IV credit in the minimum program.

Business Computer Information Systems I
Grade Placement: 9-10 **Credits: 1/2-1**
Prerequisite: Keyboarding, 1/2 credit or equivalent**

Business Computer Information Systems I prepares students to apply technology skills to personal/workplace business situations focused on word processing, spreadsheet, database, telecommunications, database, desktop publishing, presentation management, networking, operating systems, and emerging technologies. Students complete the course with an intermediate level skill in word processing, spreadsheet, and database applications. Approval for one unit of Technology application credit pending State Board of Education action.

Business Computer Information Systems II
Grade Placement: 10-12 for comprehensive **Credits: 1/2-1**
Grade Placement: 11-12 for laboratory or coop **Credits: 1-3***
Recommended Prerequisite: Business Computer Information System I

Business Computer Information Systems II prepares students with advanced technology skills required by the business environment. Applications include using workplace standard technologies in word processing, spreadsheet, database, telecommunications, desktop publishing, presentation management,. networking, operating systems, and emerging technologies. Students complete the course with advanced skill level in word processing, spreadsheet, and database applications. Approval for one unit of Technology Applications credit pending State Board of Education action.

Business Computer Programming
Grade Placement: 10-12 for comprehensive **Credits: 1/2-1**
Grade Placement: 11-12 for laboratory **Credits: 1-3**
Recommended Prerequisite: BCIS I, Keyboarding or Equivalent**

Business Computer Programming I focuses on analytical problem solving skills and structured programming. Students also focus on advanced programming skills, with emphasis on programming methodologies, algorithms, and data structures. Students investigate programming languages and operating systems. Students analyze computer s computer systems through programming applications. In addition, the course examines confidentiality and security of information as well as employment opportunities in various business environments. Approval for one unit of Technology application credit pending State Board of Education action.

Business Law
Grade Placement: 11-12 **Credits: 1-3**
Recommended Prerequisite: BCIS I

Business Law provides insight into the evolution and development of laws that govern business in our society. Students will develop a clear understanding of their rights and duties within the business environment.

Business Management
Grade Placement: 10-12 **Credit: 1/2**
Recommended Prerequisite: None

Students study basic management concepts and leadership styles as they explore business functions, economics, international business, and human relations, such as employee motivation and conflict resolution.

Business Ownership
Grade Placement: 10-12 **Credit: 1/2**
Recommended Prerequisite: None

Business Ownership provides the prospective entrepreneur a theoretical base as well as practical and proven techniques for planning, organizing, and operating a business. This course includes planning and strategy concepts, financial and organizational considerations, market analysis and customer development, operations management, accounting and financial controls, and other components of entrepreneurship.

Business Image Management and Multimedia
Grade Level: 10-12 **Credit: 1/2-1**
Recommended Prerequisite: Keyboarding or Equivalent**

Business Image Management and Multimedia proficiencies in designing, importing, and manipulating advanced text, graphics, audio, and video used in presentation management, multimedia productions, publishing systems, and emerging technologies. Approval for one unit of Technology Applications credit pending State Board of Education action.

Business Support Systems
Grade Level: 9-10 **Credit: 1/2-1**
Recommended Prerequisite: Keyboarding, 1/2 credit or equivalent**

Introduces practical business procedures, develops foundation for competent business participation and self sufficiency in today's world; develops flexibility and adaptability for the rapidly-changing business environment and other skills necessary for success the workforce, reinforces reading, writing, and calculating skills; and develops effective communications and information management using emerging technology including telecommunications.

Business Venture
Grade Placement: 6-8 **Credit determined by district**
Recommended Prerequisite: None

Provides an opportunity to operate a small group or class-based business for offering a service or product needed in their community; learns basic entrepreneurial concepts, and fundamental business entrepreneurial concepts, and fundamental business operating principles, and accomplishes the objectives by working in teams and collaboratively.

Economics with Emphasis on the Free Enterprise System and Its Benefits
Grade Placement: 11-12 **Credit: 1/2**
Prerequisite: None

Focuses on private ownership of the means of production and distribution of goods and services, including the role of free markets in the determination of prices and the allocation of the nation's resources, includes the history and characteristics of a free market economy, the American business system and types of ownership; provides opportunity to understand the profit motive and competition, private decision-making vs. state determination in the investment process, roles of the labor force, business, government, and individuals in the American free enterprise system; discusses advantages and disadvantages of government intervention in the economy, and interaction with world market.

International Business
Grade Level: 10-12 for comprehensive **Credits: 1/2-1**
Grade Level: 11-12 for laboratory or coop **Credits: 1-3**
Recommended Prerequisite: Business Computer Information Systems I

International Business examines operations in a global market and how cultural differences affect managerial practices. Areas examined include global market, law, planning, organizational structure, finance, marketing, and foreign governmental practices.

Introduction to Business
Grade Placement: 9-12 **Credit: 1/2 - 1**
Recommended Prerequisite: None

Introduction to Business introduces the student to the role of business in the lives of individuals a consumers, workers, and citizens. The course provides an overview of economic systems with emphasis on the free enterprise system, the American economy, and characteristics of businesses. The student explores international business, governments role in business, technology in the business setting, legal and ethics in business issues. The student examines consumer issues--money and money management, banking system and services, paychecks and taxes--relating to decisions, rights and responsibilities, and competencies of an individual. The student develops an awareness of the job market and opportunities including entrepreneurial, understands the workplace and workforce, and develops a career plan based on self-inventory. The student examines and develops employment skills in applying for a job.

Introduction to Business Support Systems
Grade Placement: 7-8 **Credit determined by district**
Recommended Prerequisite: None

Introduces practical business procedures, develops foundation for competent business participation and self sufficiency in today's world, develops flexibility and adaptability for the rapidly-changing business environment and other skills necessary for success in the workforce, reinforces reading, writing, and calculating skills, and develops effective communications and information management using emerging technology including telecommunications.

Introduction to Keyboarding
Grade Placement: 6-8 **Credit determined by district**
Recommended Prerequisite: None

Develops psychomotor ability to operate the keyboard by touch with initial development of acceptable speed and accuracy levels; introduces a minimal amount of formatting; develops keyboarding speed and accuracy with correct technique. High school credit (1/2-1) for Keyboarding may be awarded if the content and standards are at the higher grade level.

Introduction to Recordkeeping
Grade Placement: 7-8 **Credit determined by district**
Recommended Prerequisite: None

Develops understanding of and skill in maintaining accurate records; includes skills used in everyday business activities both for personal and professional use; provides opportunity to develop skills related to personal financial management as well as budgeting, financial planning, cashier's records, handling of money, and tasks common to simple office practices. High School credit (1/2-1) may be awarded for Recordkeeping if the content and standards are at the higher grade level.

Keyboarding
Grade Placement: 9-10 **Credit: 1/2-1**
Recommended Prerequisite: None

Keyboarding prepares students to operate the keyboard by touch and begin development of acceptable speed and accuracy levels. Formatting of basic documents is also included. The purpose of the keyboarding class is to teach the "touch" keyboarding skill, teach proper formatting of documents for personal and business use, give opportunities for students to apply their keyboarding-skills in "real life" situations, and help students achieve their potential in keyboarding speed and accuracy.

Recordkeeping
Grade Placement: 9-12 **Credit: 1/2 - 1**
Prerequisite: None

Recordkeeping is a business course designed to help students maintain accurate records for a business. It is also intended for the student to learn skills related to personal financial management.

Telecommunications and Networking
Grade Placement: 10-12 **Credits: 1/2-1**
Recommended Prerequisite: Business Computer Information Systems I or Equivalent

Telecommunications/Networking provides a basic introduction to the operational and technical aspects of network and telecommunications systems. Students explore the uses of networks and on-line services. Approval for one unit of Technology application credit pending State Board of Education action.

Word Processing Applications
Grade Placement: 10-12 **Credit: 1/2**
Prerequisite: Keyboarding, 1/2 credit or equivalent**
BCIS I

Word Processing Applications builds on a student's knowledge of word processing concepts and designs with emphasis on the advanced formatting and production of documents. Students use word processing application tools to provide information used in making decisions.

Career & Technology Education for Students with Disabilities (CTED) Laboratory Courses
Grade Placement: 7-12 **Credits: 1 - 3 units**
Prerequisite: Recommendation of ARD Committee

Any course may be designated as a CTED course. The courses are designed for students with disabilities whose greater degree of impairment precludes integration into a regular career and technology education program. It is a more restrictive placement for students in special education classes. Specially developed curriculum and/or equipment are provided

* **Denotes choice of delivery system. Course may be offered for 1/2-1 credits when taught as a comprehensive course in the regular 1 hour period, as well as for 1-3 credits when taught as either a laboratory or cooperative course in multiple periods.**

** **When 1/2 credit of Keyboarding is required, an equivalency option is available for students who indicate they have the competencies through informal keyboarding instruction. A district-developed proficiency test for placement purposes only may be administered to determine if their level of competency is the equivalent of a semester of Keyboarding.**

Internships: All internship programs must adhere to the employment relationship in the Fair Labor Standards Act under the U. S. Department of Labor Employment Standards Administration Wage and Hour Division. Whether interns (students) are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. All of the following criteria must apply:

1. the internship, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a Career and Technology Education school;

2. the training is for the benefit of the interns;

3. the interns do not displace regular employees, but work under their close observation;

4. the employer who provides the training derives no immediate advantage from the activities of the interns; and on occasion his operations may actually be impeded;

5. the interns are not necessarily entitled to a job at the conclusion of the training period; and

6. the employer and interns understand that the interns or students are not entitled to wages for the time spent in training.

*This information is derived from Publication 1297 of the U. S. Department of Labor, Employment Standards Administration, Wage and Hour Division. For further information you may write to:

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington D. C. 20210

OR

Dallas District Office
U. S. Department of Labor
Wage and Hour Division
A. Maceo Smith Federal Building
525 S. Griffin Street, Room 507
Dallas, TX 75202-5007
Fax: (214) 767-3839
Public Phone No. (214) 767-6294

EXPERIMENTAL COURSES

All currently approved experimental courses will terminate at the end of 1997-98 school year. The process for future development and submission is yet to be determined.

HONORS COURSES

In March 1995, the State Board of Education approved amendments to the Advanced High School Program. The amended rule phased out the current advanced and advanced with honors programs by the 1999-2000 school year. The Distinguished Achievement Program will replace both programs.

Honors courses for the three remaining years were submitted to the Agency by April 30, 1995 for approval. After April 30, 1995, the Agency no longer approved honors courses. Only honors submitted prior to that date are for credit toward the Advanced honors program in the interim between now and 1999. School districts are encouraged, however, to continue developing and offering honors courses after 1999 based on the needs of students in the district.

Honors courses are defined as those courses having specific criteria for entry of highly-motivated students; a definite scope and sequence that reflects the nature of the subject; a differentiated curriculum that includes a wider range and greater depth of subject matter than that of the regular course; emphasis on higher level and critical thinking skills; provision for creative, productive thinking; stress cognitive concepts and processes; instructional strategies that accommodate the learning styles of the students involved; and independent as well as guided research.

GRADUATION REQUIREMENTS

NEW GRADUATION PLANS

The following chart compares graduation requirements for the three graduation programs (minimum, recommended and distinguished achievement).

High School Graduation Requirements
Beginning 1997-98

Minimum High School Program

- 22 total credits
- English Language Arts: 4 credits, English I, II, III plus options for the 4th credit
- Mathematics: 3 credits to include Algebra I
- Science: 2 credits to include one from Biology I, Chemistry I, or Physics I
- Social Studies: 2.5 credits, including World History Studies or World Geography Studies, U. S. History, and U. S. Government
- Economics: 0.5 credit
- Academic Elective: 1 credit from World History Studies, World Geography Studies, or and science course
- Physical Education: 1.5 credits, including 0.5 credit in Foundations of Personal Fitness
- Health Education: 0.5 credit
- Speech: 0.5 credit
- Technology Applications: 1 credit
- Electives: 5.5 credits

Recommended High School Program

- 24 total credits
- English Language Arts: 4 credits, English I, II, III, and IV
- Mathematics: 3 credits, Algebra I, Algebra II, Geometry
- Science: 3 credits (see options in TAC, Chapter 74)
- Social Studies: 3.5 credits, including World History, World Geography Studies, U. S. History, and U. S. Government
- Economics: 0.5 credit
- Other Language: 2 credits, Level I and Level II in the same language
- Physical Education: 1.5 credits, including 0.5 credit in Foundations of Personal Fitness
- Health Education: 0.5 credit
- Fine Arts: 1 credit
- Speech: 0.5 credit
- Technology Applications: 1 credit
- Options I, II, or III 3.5 credits

Distinguished Achievement Programs

- 24 total credits
- English Language Arts: 4 credits, English I, II, III, and IV
- Mathematics: 3 credits, Algebra I, Algebra II, Geometry
- Science: 3 credits (see options in TAC, Chapter 74)
- Social Studies: 3.5 credits, including World History, World Geography Studies, U. S. History, and U. S. Government
- Economics: 0.5 credit
- Other Language: 2 credits, Level I and Level II in the same language
- Physical Education: 1.5 credits, including 0.5 credit in Foundations of Personal Fitness
- Health Education: 0.5 credit
- Fine Arts: 1 credit
- Speech: 0.5 credit
- Technology Applications: 1 credit
- Options I, II, or III 2.5 credits from Options I, II, or III
- Advanced Measures: 4 advanced measures

ELECTIVE OPTIONS

Additional information on the elective Options I, II, and III (math and science option, CATE option, and specialization option) follow:

Option I: Math, science, elective - 3 credits

- Precalculus (1 credit) or Trigonometry (1/2 credit) and either Elementary Analysis (1/2 credit) or Analytic Geometry (1/2 credit)
- One additional science credit from the following academic core selections: Biology I or II, Chemistry I or II, Physics I or II, or Science III or IV
- Elective (1 credit)

Option II: Career and technology - 3 credits

- Three credits of a state-approved, coherent sequence of courses for career and technology preparation (For inclusion in the recommended program, a TEA-approved coherent sequence program must meet recommended program criteria in English language arts, health, fine arts, and computing proficiency.

Option III: Specialization - 3 credits

- Three credits in a specialization consisting of state approved, college-preparatory courses from language arts (including speech and journalism), science, social studies, mathematics, foreign language, fine arts, and/or computer science.

- Students may not take more than two credits from any combination of Physical Science, Science II and IV, and Biology I.

*The current Advanced High School Program will be phased out by 1999-2000 school year. It will be replaced by the Distinguished Achievement Program. Students that began the old Advanced High School program which will be phased out by the end of 1998-1999 school year will continue to count Advanced Word Processing for computer science credit. Students that began the old Distinguished High School program will continue to count Business Information Processing until the end of 1998-1999 school year.

TECHNOLOGY APPLICATION CREDIT (former Computer Science Credit)

Students pursuing the advanced high school program or the recommended high school program, are required to complete one credit in Technology Applications (computer science). The students may select a course from a list of options (pending SBOE approval) for the technology applications credit.

The courses **EXPECTED** to receive approval in Business Education are:

BCIS I, II
BCP
Telecommunications and Networking
Presentation Image Management and Multimedia

The following two charts show comparisons between the old and new Minimum Program and the old and new Distinguished Achievement Program.

COMPARISON OF GRADUATION REQUIREMENTS: OLD MINIMUM PROGRAM AND NEW MINIMUM PROGRAM

Discipline	Old Minimum (21 credits)	New Minimum (22 credits)
English Language Arts	**Four Credits** English I, II, III, IV. The fourth credit of English may be satisfied by English IV, English IV (Academic), Introduction to Speech Communication, Research/ Technical Writing, Creative/ Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Debate, Journalism, concurrent enrollment in a college English course, or College Board Advanced Placement Literature and Composition.	**Four Credits** English I, II, III, IV. The fourth credit of English may be satisfied by English IV, English IV (Academic), Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Journalism, concurrent enrollment in a college English course, College Board Advanced Placement Literature and Composition, or International Baccalaureate (IB) level IV English.
Mathematics	**Three Credits**	**Three Credits** to include Algebra I.
Science	**Two Credits** selected from the State Board of Education approved science courses, Grades 9-12, Subchapter D of Chapter 75 (relating to Essential Elements - Grades 9-12).	**Two Credits** to include Chemistry I, Physics I, or Biology I.
Social Studies	**Two and one-half credits** World History Studies or World Geography Studies - one credit. U. S. History - one credit. U. S. Government - one-half credit.	**Two and one-half credits** World History Studies or World Geography Studies - one credit. U. S. History - one credit. U. S. Government - one-half credit.
Science/Social Studies Elective	**Not applicable.**	**One credit** selected from either World History Studies or World Geography Studies, or Science.
Economics with emphasis on the free enterprise system	**One-half credit** Economics with emphasis on the free enterprise system and its benefits.	**One-half credit** Economics with emphasis on the free enterprise system and its benefits.
Languages Other Than English	**None**	**None**
Physical Education	**One and one-half credits** (Limit of two credits) (Can substitute drill team, marching band, cheerleading, ROTC, athletics, Dance I-IV, and certain career and technology courses.)	**One and one-half credits** (Limit of two credits) (Can substitute drill team, marching band, cheerleading, ROTC, athletics, Dance I-IV, and certain career and technology courses.)
Health Education	**One-half credit**	**One-half credit**

Discipline	Old Minimum (21 credits)	New Minimum (22 credits)
Technology Applications	**None**	**One credit** selected from Computer Science I or II, or Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Processing, Computer Mathematics, or Industrial Technology Computer Applications.
Fine Arts	**None**	**None**
Speech	**None**	**One-half credit** selected from Introduction to Speech Communication, Public Speaking, Debate, or Oral Interpretation.
Program Credits **Excluding Electives**	14	16½
Elective Credits	**Seven credits** selected from the list of State Board of Education approved courses, Grade 9-12. See subchapter D of Chapter 75 (relating to Essential Elements - Grades 9-12).	**Five and one-half credits** selected from the list of State Board of Education approved courses, Grade 9-12. See Subchapter D of Chapter 75 (relating to Essential Elements - Grades 9-12).
Total Program and Elective Credits	**21**	**22**

COMPARISON OF GRADUATION REQUIREMENTS: OLD DISTINGUISHED ACHIEVEMENT PROGRAM AND NEW DISTINGUISHED ACHIEVEMENT PROGRAM

Discipline	Old Dist. Ach. Program (24 credits)	New Dist. Ach. Program (24 credits)
English Language Arts	**English Proficiency**: English I, II, III, IV or a passing score on an appropriate end-of-course assessment. (Equivalent of **four credits**.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**Four credits** consisting of English I, II, III, IV. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Mathematics	**Mathematics Proficiency**: Algebra I, Geometry, Algebra II or a passing score on an appropriate end-of-course assessment. (Equivalent of **three credits**.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**Three credits** must consist of Algebra I, Algebra II, and Geometry.
Science	**Science Proficiency**: **Three credits** selected from • Physical Science • Biology I and II • Chemistry I and II • Physics I and II • Science III and IV or a passing score on an appropriate end-of-course assessment. No more than two credits can be taken from any combinations of Physical Science, Science III and IV, and Biology I. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**Three credits** selected from • Physical Science • Biology I and II • Chemistry I and II • Physics I and II • Science III and IV No more than two credits can be taken from any combination of Physical Science, Science III and IV, and Biology I. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Social Studies	**Social Studies Proficiency**: U. S. History (1 credit), World History Studies (1 credit), World Geography Studies (1 credit), U. S. Government (½ credit), Economics (½ credit). (Equivalent of **four credits**.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**Three and one-half credits** consisting of World History Studies (1 credit), World Geography Studies (1 credit), U. S. History (1 credit), U. S. Government (½ credit). Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Science/Social Studies Elective	**Not applicable**.	**Not applicable**.
Economics with emphasis on the free enterprise system	(Combined with Social Studies requirement.)	**One-half credit**.

Discipline	Old Dist. Ach. Program (24 credits)	New Dist. Ach. Program (24 credits)
Languages Other Than English	**Second Language Proficiency**: **Three credits** in the same language or a passing score on a second-language proficiency assessment. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**Two credits** in the same language. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Physical Education	**Physical Education Proficiency**: (Equivalent of **one and one-half credits**) or a passing score on an appropriate end-of-course assessment.	**One and one-half credits** to include one-half credit in Foundations of Personal Fitness.
Health Education	**Health Proficiency**: (Equivalent of **one-half credit**) or a passing score on an appropriate end-of-course assessment.	**One-half credit**
Technology Applications *(subject to change after July, 1997 SBOE Meeting)*	**One credit** selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Processing, Computer Mathematics, or Industrial Technology Computer Applications. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**One credit** selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Processing, Computer Mathematics, or Industrial Technology Computer Applications. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Fine Arts	**Fine Arts Proficiency**: **One Credit** in fine arts or a passing score on an appropriate end-of-course assessment. (Speech may not substitute.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	**One Credit** (Speech may not substitute.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Speech	**None**.	**One-half credit** selected from Introduction to Speech Communication, Public Speaking, Debate, or Oral Interpretation.
Program Credits Excluding Electives	**21**	**20½**
Additional Components	**Three credits** in Option I. **Three credits** in Option II. **Three credits** in Option III.	**Three and one-half credits** in Option I. **Three and one-half credits** in Option II **Three and one-half credits** in Option III.
Total Program and Elective Credits	**24**	**24**

TECH-PREP

Tech-Prep in Texas is not so much a program as it is a process--a vehicle for change. It is not to be viewed as a project but rather as a different way of doing things, an integral part of the restructuring of public education providing maximum flexibility and multiple options for all students. Combining secondary and post-secondary education programs through a formal articulation agreement, Tech-Prep provides students with a non-duplicative sequence of progressive achievement leading to associate degrees in any of a number of marketable careers. After completion of the strong academic and technical program in high school, Tech-Prep students should be well prepared to continue their technical education at a two-year college to acquire an associate degree, enter full-time employment in their chosen field, or pursue a baccalaureate degree at a four-year college or university.

The ideal Tech-Prep model begins PK-6 with guidance counseling, career explorations and social, preparatory and other support services combined with strong basic skills. Career development counseling increases at the seventh and eighth grades including more exploration and assessment to determine interest and aptitudes. Students are assisted in eighth grade to plan their high school courses so that appropriate courses for their desired career pathway are selected. The same core of rigorous grade level academic proficiencies are required for Tech-Prep as for a four-year degree. Ninth and tenth grade emphasis is on the academic skills with possible pre-technical electives and strong counseling and support. The ninth through twelfth grades continue the strong academic courses and add technical courses (career and technology courses), one of which is articulated with the community college and, in many cases, earn dual credit. Community/technical college courses complete the plan with an associate degree with the advanced skill component.

Additional examples include an apprenticeship program upon high school graduation or going directly into a related university degree program after high school or upon completion of the associate degree. Students may enter or exit at any time and, because of the strong academic foundation, options are never foreclosed.

Applied methodology which connects course content of academic courses such as mathematics, science and English to real-life experience and to tasks which will be performed in the workplace is an important component of Tech-Prep. To accomplish this requires extensive professional development and time for cooperative planning between technical and academic teachers and between high school and college staff.

Comprehensive career counseling at all grade levels is vital to the success of the Tech-Prep process. The principles of excellence and equity for all students are the foundation for the counseling initiative.

A coordinated delivery system for educational and social preparatory and support services is necessary so that all students, including students who are members of special populations, are assured access to participation and achievement of success. Job Training Partnership Act (JTPA) funds may be coordinated with Perkins funds to maximize benefits.

Work site experiences through internships, cooperative education, clinical rotation or other innovative programs must be integrated into the technical instructions.

The State of Texas is organized into 25 consortia funded through Carl D. Perkins funds administered by the Texas Higher Education Coordinating Board. Also serving on the bi-agency management team are representatives of the Texas Education Agency and the Texas Department of Commerce. In addition, at least one non-funding consortium is working with numerous school districts to align and develop curriculum and to design six-year graduation plans for articulation. Although a district may receive Tech-Prep funds only through one consortium, they are encouraged to work with other consortia and directly with other colleges to meet the needs of students. Consortium boundaries were suggested for organizational purposes and in no way prevent other articulation agreements.

Business and industry involvement is not negotiable. Tech-Prep will not succeed without strong local and regional input and support. Curricular decisions and evaluations of programs and students are two major functions of the business and industry representatives. Quality Work Force Planning committees are involved in all facets of Tech-Prep from training area decisions to teacher and counselor training efforts as well as curriculum and evaluation. Tech-Prep is more than a partnership. It is collaboration for a common goal: preparing Texas students to meet the work force needs of business and industry.

The development and implementation of Tech-Prep associate of applied science degree programs requires a substantial commitment from participating school districts and colleges. To participate in the Tech-Prep program, educational institutions, through their geographic location in a respective planning region, become members of a comprehensive consortium which represents secondary and higher education institutions, businesses, industry and labor, entities compiling regional labor market information, Private Industry Councils, and other organizations and associations.

All public institutions in Texas using the Tech-Prep program designation must obtain joint agency approval regardless of the source of funds used to support the program.

Tech-Prep AAS degree program applications (for new or revised programs) must be jointly approved by the Texas Education Agency and the Texas Higher Education Coordinating Board (THECB).

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Unless otherwise specified, all procedures currently in effect for course and/or program approval by each agency remain in effect and appropriate state agency documents should be consulted. Staff from each agency will assist each applicant in coordinating individual instructional requirements during the joint application and approval process. Districts should be aware that approval of Tech-Prep six-year graduation plans does not confer approval of individual courses. Courses must be applied for on Schedule #4G of the SAS-309R98.

The United States is engaged in a major education reform movement aimed at providing continuity of learning and quality educational opportunities for all students. The Tech-Prep system, a significant element of this national movement, focuses on providing meaningful educational and career preparation for the majority of high school students.

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CORE STANDARDS AND MEASURES FOR CAREER AND TECHNOLOGY EDUCATION

These items are reported on the Career and Technology Education's annual application for the previous year. Below is a summarization of the 1997-1998 Standard Application Schedule #4B.

1. All students who were enrolled in a coherent sequence of courses in career and technology education will pass the TAAS exit test at the standard set by the State Board of Education.

2. At least 95% of 12th grade students who have completed a coherent sequence of courses in career and technology education programs:

   (a) obtained a certification of competency by an accepted licensing or certification agency, OR

   (b) successfully completed a criterion-referenced test of occupational competency which has been validated, OR

   (c) demonstrated completion and competency in the essential elements or TEKS for the coherent sequence of courses.

   Within three years this standard will be based on performance measures which assess the level of proficiency required by employers and/or institutions of higher education.

3. At the one-year follow up, 75% of students who earned their high school diploma after having completed a coherent sequence of courses in a career and technology education program were:

   (a) enrolled in a post-secondary education program not related to their career and technology education program, OR

   (b) enrolled in a registered apprenticeship program, OR

   (c) in training related to their career and technology education program, OR

   (d) in a military service, OR

   (e) employed in a paid or unpaid job related to their career and technology education and applied technology education and training, OR

   (f) in other work site programs.

4. All students enrolled in a coherent sequence of courses in career and technology education will graduate with their cohorts at the rate set by the State Board of Education.

5. The percentage of students who are members of special populations enrolled in a coherent sequence of courses in career and technology education will be comparable to the percentage of students who are members of special populations in grades 7-12.

BUSINESS EDUCATION CAREER PATHWAYS

As you develop career pathways, the following information will show how occupational clusters can be used. Shown are two clusters--Accounting and Administrative Systems. One can move from the entry-level jobs to the highest-level jobs in the same occupational cluster as more education and training is acquired. Also included are several possible occupational cluster titles and some samples of coherent sequence plans. Pages 28-31 are samples of information used by Fort Worth Independent School District and page 32 is a sample from North East Independent School District.

Clustered occupations share common knowledge, and skills. The following shows two examples of clusters.

ACCOUNTING OCCUPATIONS
(listed by level of training)

HIGH SCHOOL Coherent Program of Study (academic and career and technology)	Clerical Worker Office Machine Operator Teller
TECH PREP ASSOCIATE DEGREE	Bookkeeping/Accounting Clerk Payroll Clerk Statement Clerk
BACCALAUREATE DEGREE	Accountant Tax Examiner Credit Analyst
GRADUATE DEGREE	Economist Actuary Budget Analyst

ADMINISTRATIVE SYSTEMS
(not listed by level of training)

Duplicating Machine Operator
Typist
Administrator Manager
Stenographer
Medical Secretary
Office Machine Operator
Secretary
Word Processing Typist
Legal Secretary
Teacher

SAMPLE BUSINESS OCCUPATIONS

Information Systems Occupations

Telecommunications Operator
Computer Operator
Word Processor
Data Control
Microcomputer Technicians
Information Processing Technician
Business Systems Networking
Administrative Technician
Information Systems Support
Computer Records Management

Accounting Occupations

Accounting Technician
Bookkeeper
Accounts Payable
Payroll Accounting
Accounts Receivable

Business Computer Information Systems

Business Computer Programming
Business Systems Analysis
Computer Systems Operations
Business Records and Imaging Management
Computer Systems Management
Management Information Systems

Administrative Systems Occupations

Administrative Technician
Computer Operator
Typist
Secretary
Telephone Operator
Medical Administrative Technician
Word Processor
Receptionist
Records Management
General Office
Banking
Legal Administrative Technician

BUSINESS CAREER PATHWAYS
(suggestions only)

Administrative Systems Occupations Career Pathway

Four unit coherent sequence

Keyboarding
Business Support Systems or
Introduction to Business

(choose two units from the following)
Business Computer Information Systems I
Administrative Procedures
Word Processing Applications

Six unit coherent sequence	(add two units from the following) Accounting I Accounting II Sub-sets of Administrative Procedures Medical Administrative Systems or Legal Administrative Systems Business Communications

Information Systems Occupations Career Pathway

Four unit coherent sequence	Keyboarding Business Support Systems (choose two units from the following) Business Computer Information Systems I Word Processing Applications Business Computer Information Systems II
Six unit coherent sequence	(add two units from the following) Business Computer Programming Business Computer Information Systems I, II Accounting I Telecommunications and Networking

Accounting Occupations Career Pathway

Four unit coherent sequence	Keyboarding Introduction to Business Accounting I Business Computer Information Systems I
Six unit coherent sequence	(add two units from the following) Accounting II Business Law Business Computer Information Systems II Business Computer Programming

Business Computer Information Systems Career Pathway

Four unit coherent sequence	Keyboarding Business Computer Information Systems I Business Computer Information Systems II Business Computer Programming
Six unit coherent sequence	(add two units from the following) Business Image Management Systems Telecommunications and Networking Other academic electives or experimental courses

Career Pathways:
A Personalized Education Plan

Jobs in the 21st Century will require high academic and high-tech skills. With this in mind, it is clear that students need to pursue more rigorous courses of study that will provide them with opportunities in the world of work.

High school should meet both the students' academic and career goals while providing purpose and reason for attending and remaining in school. The identification and development of "graduation plans" should ensure that all students are prepared to enter the work force directly and/or continue their education in the post-secondary level.

Career Pathways are broad areas of study, which are flexible, that allow students to change as they acquire new knowledge and experiences.

Pathways open rather than narrow student options while providing a focus and relevance to education that is missing in the "general education track" or "shopping mall" course selection process. Some students select courses as if they were shopping at a mall. They shop and select a variety of courses, but after four years, they do not have significant skills or knowledge in any particular area.

Using students' career interests and aptitude information, identified no later than Grade 8, school counselors, advisory teachers, or other career professionals can help students develop a graduation plan in an appropriate career pathway.

With careful consideration and discussion, the student can identify a specific and individualized "path." This should be based on a career objective and comprised of a coherent sequence of both academic and career/technology courses which provide the concepts necessary to enter a specific occupation or a cluster of related occupations.

Because all students take a "core foundation" of academic courses, changing "paths" will not be disastrous. The "core foundation" concept provides all students with the minimal academic courses necessary to enter most Texas post-secondary institutions.

Business Technology Pathways

DESCRIPTION:

Careers involved in managing and organizing support for the functions of businesses and offices.

TYPICAL MAJORS:

Actuarial Science
Air Traffic Control
Business
Court Reporting
Hotel/Motel Management
Business Marketing/Marketing Management
Marketing
Sales Operations
Human Resources Management
International Business
International Finance
Operations Management
Management Info Syst/Bus. Data Proc.
Computer Engineering
Computer Engineering Technology
Computer Programming
Computer and Information Science
Information Systems and Sciences
Computer Typography and Composition
Advertising
Broadcast Journalism
Mass Communications
Public Relations
Commercial Art and Illustration
Commercial Photography
Industrial Design
Visual Arts
Multi/Interdisciplinary Studies
Technical and Business Writing
Insurance and Risk Management
Applied Math
Mathematical Statistics
Banking and Financial Support Services
Business Administration/Management
Business Economics
Finance
Public Finance
City/Urban/Community/Region Planning
Community Organization and Services
Public Administration

RELATED ACTIVITIES:

Community Activities
Part-time Jobs
Public Library Volunteer
Officer for Community Clubs

Extra-Curricular In-School Activities
Career & Technology Leadership Organizations
Annual Assistant
Club Officer
Elections Assistant
Literary Magazine
Office Aide
School Newspaper
Score-Keeper for Sports Events

EDUCATION/TRAINING NEEDS:

On-The-Job Training
H.S. Diploma or GED
Administrative Assistant
Bank Teller
Bookkeeper and Accounting Clerk
*Cashier
Collection Worker
*Computer Programmer
Court Clerk
Data Entry Clerk
File Clerk
Hotel/Motel Manager and Assistant
Office Machine Operator
Postal Clerk and Mail Carrier
*Receptionist and Information Clerk
Shipping and Receiving Clerk
Stenographer
Word Processor
Automobile Parts Service Clerk
Billing, Cost and Rate Clerks
Buyer, Wholesale and Retail
Clerical Supervisor
Computer Operator
Counter and Rental Clerk
Credit Clerk and Authorizer
Employment Interviewer
*General Office Clerk
Mail Clerk and Messenger
Secretary
Payroll Clerk
Postmaster and Mail Superintendent
*Secretary
Statistical Clerk
Stock Clerk

Junior Technical Community College
Apprenticeship
*Accountant and Auditor
Clerical Supervisor
*Computer Programmer
Credit Manager
Insurance Claim Representative
Public Relations Specialist
Stockbroker
Technical Writer
Buyer, Wholesale and Retail
Computer Operator
Court Reporter
Hotel/Motel Manager and Assistant
*Legal Assistant/Paralegal
Stenographer
*Systems Analyst
Medical Secretary

Bachelor's Degree
Master's Degree
Ph.D.
*Accountant and Auditor
Advertising Agent
CPA
City Manager
Court Reporter
Employment Interviewer
*General Manager and Top Executive
*Legal Assistant/Paralegal
Personnel/Training/Labor Relations
Public Administrator
Purchasing Agent
Stockbroker
Technical Writer
Underwriter
Actuary
Budget Analyst
*Computer Programmer
Credit Manager
Financial Manager
Hotel/Motel Manager and Assistant
*Management Analyst and Consultant
Property and Real Estate Manager
Information Technology Support Specialist
Telecommunications Technician
Regulatory Compliance/Training Specialists
Public Relations Specialist
Real Estate Appraiser
*Systems Analyst
Telecommunications Worker

RECOMMENDED HIGH SCHOOL COURSES

(In addition to the required courses)
The following courses will support your interest in this career path.

Career Investigation
Accounting
Introduction to Business
Journalism
Business Information Processing
Computer Mathematics
Word Processing/Keyboarding
Personal Finance
Notetaking
Public Speaking
Oral Interpretation
Debate
Introduction to Speech and Communication
Legal Administrative Systems
Medical Administrative Systems
Business Computer Applications
Retail Merchandising
Business Information Processing/Co-op
Record Keeping
Advertising Design
Office Support Systems
Entrepreneurship
Marketing Internship
Marketing Education Co-op
Microcomputer Applications
Business Consumer Law
Business Management & Ownership
Business Communications
Calculus
Math of Money
Statistics/Probability
Psychology
Sociology
Principles of Marketing
Business Computer Programming
Creative Writing
Technical Writing
Other Languages
Communication Systems
Media Technology I, II

*Fast growth occupations

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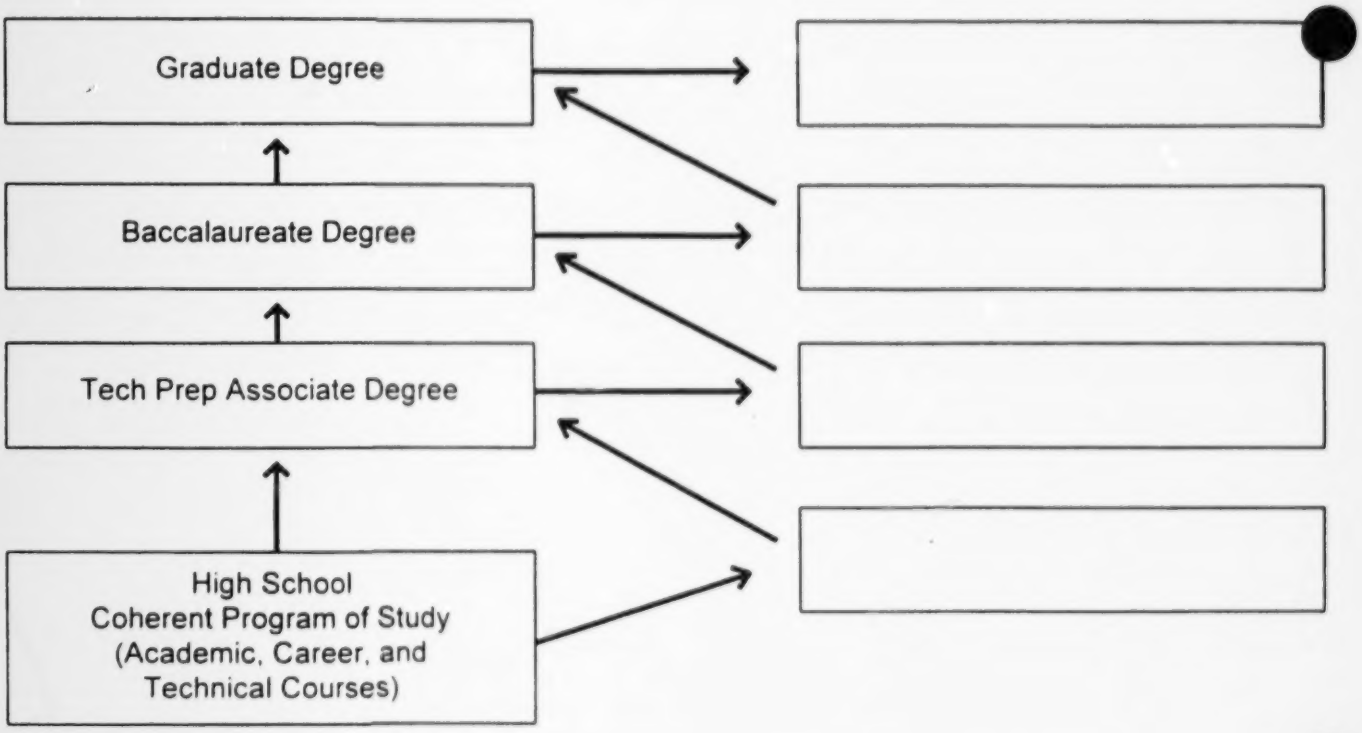
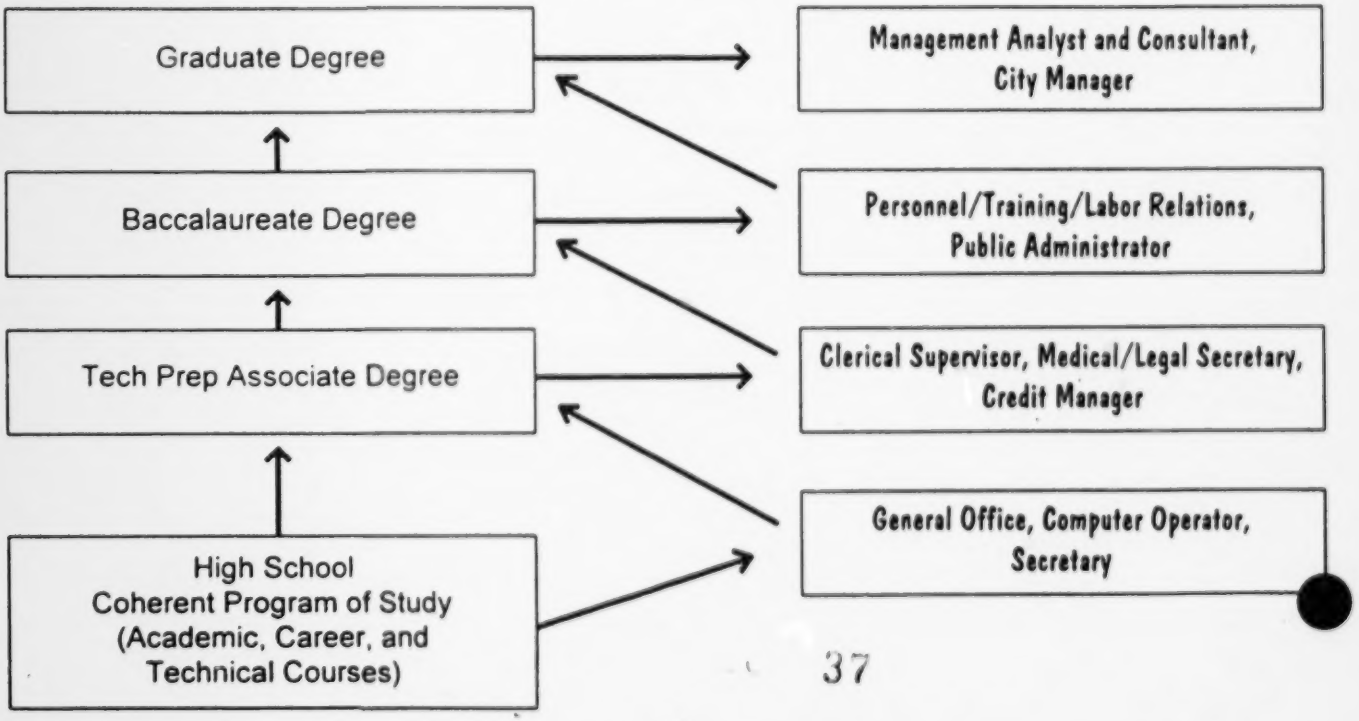
Plan Your Own Career Pathway



Moving Up Your Business Office Technology Career Pathway



Developed by Fort Worth Independent School District

Tech Prep

MISSION:
To forge partnerships within communities which foster high-performance education processes with access and support for all people.

VISION:
1) An academically and technically skilled workforce;
2) Increased career choices;
3) Enhanced quality of life;
4) Economic security for communities;
5) An ability to adapt to the future.

Tech Prep means PREParation for high-TECHnology careers.
Tech Prep provides:
Technical Education;
Workforce skills;
College preparation.

Tech Prep links high school and community college programs to provide a focused, non-duplicated curriculum.

Tech Prep's coordinated sequence of academic and technical courses begin in the ninth grade. After you complete your high school Tech Prep Education, serveral options are available for you:

- A job;
- Advanced education at a community college that leads to an associate of applied science degree;
- Additional advanced education at a four year college or university leading to a bachelors degree.

HOW DOES TECH PREP WORK?

The Tech Prep program offers practical learning experience from high school through college. You can follow the Tech-Prep curriculum and receive intensive instruction and hands-on experience in technical skills that are needed in today's workforce. Along with technical studies, students develop skills in reading, writing, oral communications, mathematics, and scientific principles.

The broad foundation of coursework can be applied to a cross-section of occupations. The course work serves as as foundation for a variety of specialty technical areas. Through the integration of academic and technical courses, you will develop the skill you need to get and keep your job.

Tech Prep has multiple exit points and career ladder options. At any exit point of the program, you will have skills that will provide you with a solid, well-paying career.

IS TECH PREP RIGHT FOR YOU?

Tech Prep is for you if you are:

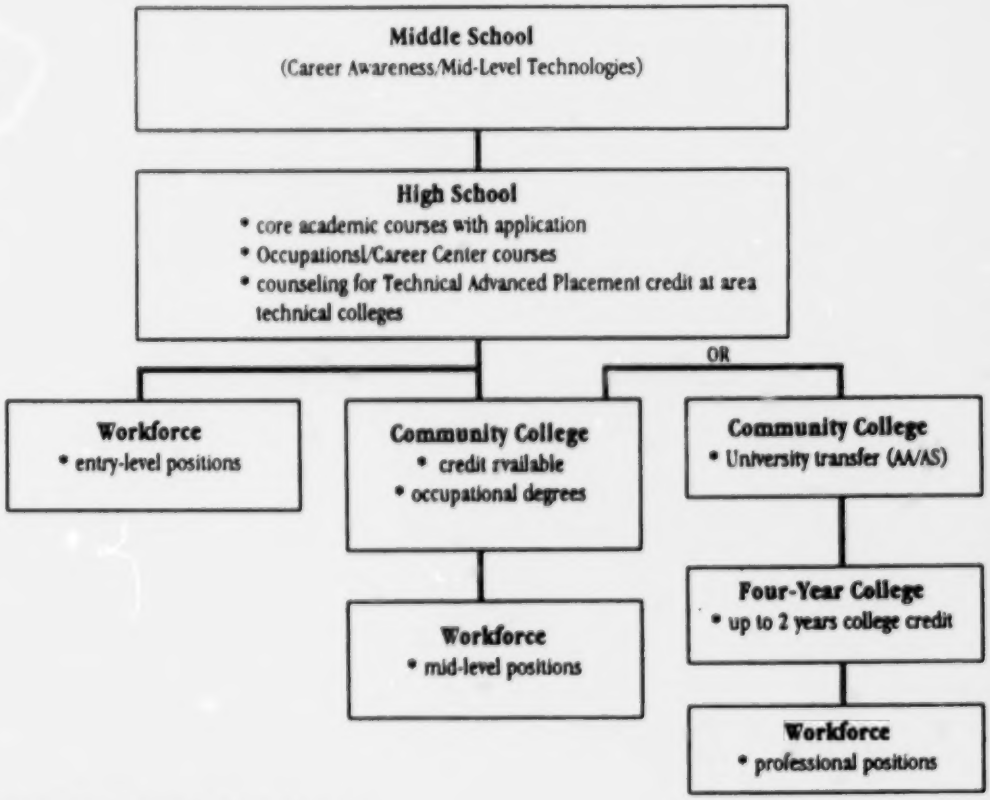
- Interested in a respectable and lucrative career;
- Enjoy the challenge of new ideas and skills;
- Impatient with traditional academic courses of study.

WHAT OPPORTUNITIES DOES TECH PREP OFFER?

- Higher level skills
- A view of several career paths
- Less time in postsecondary programs
- Practical, marketable workforce skills
- Preparation for a better job
- A head start in postsecondary programs
- Advanced education
- A clear path into future education or into the workforce
- Integration of the academics and the technical disciplines

MORE INFORMATION ABOUT TECH PREP

For more information about Tech Prep education and what it can mean for your future, see your high school guidance counselor or technical coordinator.



Developed by Fort Worth Independent School District.

BUSINESS CAREER PATHWAYS

Developed by North East Independent School District, San Antonio, Texas

ACCOUNTING

CAREER INTERESTS

Accounting
Banking
International Finance
Auditing
Finance
Corporate Finance
Financial Analyst
Tax Accounting

SUGGESTED COURSES (GRADE LEVEL)

Intro to Business 9-10
Keyboarding 9-12
Accounting 10-12
Office Support Sys. 10-12
Microcomputer Appl. 10-12
Bus. Communication 10-12
Bus. Financial Appl. 10-12
Bus. Computer Appl. 11-12
Bus. Computer Prog. 11-12
Business Law 11-12
Advanced Account. 11-12
Off. Adm. Sys. Coop 11-12
Mgmt/Ownership 11-12

ENTRY LEVEL POSITIONS (JOBS)

Bookkeeper
Accounting Clerk
Banking Clerk
Payroll Clerk
Hotel Clerk
Travel Clerk

COLLEGE MAJORS

Accounting
Business Administration
International Business
Finance/Economics

PROFESSIONAL CAREERS

Accountant
Auditor
Cert. Public Accountant
Corp. Executive Officer
Corp. Controller
Financial Analyst

INFORMATION SYSTEMS

CAREER INTERESTS

Business
Telecommunications
Education
Engineering
Health/Human Services
Computer Programming
Technology
Data Management

SUGGESTED COURSES (GRADE LEVEL)

Intro to Business 9-10
Keyboarding 9-12
Accounting 10-12
Advanced Account. 11-12
Microcomputer Appl. 10-12
Bus. Communication 10-12
Bus. Computer Appl. 11-12
Bus. Computer Prog. 11-12
Business Law 11-12
Bus. Financial Appl. 11-12
Office Adm. Sys. Coop 11-12
Mgmt/Ownership 11-12

ENTRY LEVEL POSITIONS (JOBS)

Accounting Clerk
Banking Clerk
Claims Clerk
Data Entry Clerk
Drafting Clerk
Legal Clerk
Media Clerk
Sales Clerk
Records Clerk

COLLEGE MAJORS

Information Systems
Communications
Management
Marketing
Education
Journalism

PROFESSIONAL CAREERS

Systems Analysis
Management Info. Sys.
Telecommunications
Robotics
Public Relations
Media Technology
Corporate Exec. Officer

MANAGEMENT

CAREER INTERESTS

Business Administration
Economics
Environmental Mgmt.
Management Info. Sys.
Accounting
Finance
Human Resources

SUGGESTED COURSES (GRADE LEVEL)

Intro to Business 9-10
Keyboarding 9-12
Accounting 10-12
Office Support Sys. 10-12
Microcomputer Appl. 10-12
Bus. Communication 10-12
Bus. Financial Appl. 11-12
Bus. Computer Appl. 11-12
Bus. Computer Prog. 11-12
Business Law 11-12
Bus. Internship 12
Office Adm. Sys. Coop 11-12
Mngmt/Ownership 11-12

ENTRY LEVEL POSITIONS (JOBS)

Adminstrative Assistant
Service Station Manager
Receptionist
Secretary
Airlines Reserv. Clerk
Office Assistant
Manager Assistant
Office Clerk
Mail Clerk
Hotel Clerk
Proofreader/Editor
Media Clerk

COLLEGE MAJORS

Business Administration
International Business
Leadership/Administration
Building/Development
Agricultural Systems
Management Science
Personnel/Human Resource Mgmt.
Finance/Economics
Accounting

PROFESSIONAL CAREERS

Accountant
Auditor
Advertising Manager
City Manager
Personnel Manager
Controller
Adminstrator
Farm Manager
Financial Analyst
Foreign Service Officer
Corp. Executive Officer

TEACHER QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

CERTIFICATION

Certification questions and requests should be directed to the new certification agency as the Texas Education Agency no longer handles certification policy.

State Board for Educator Certification
TRS Building, 1000 Red River St.
Austin, TX 78701
Phone: (512) 469-3000
http://www.tea.state.tx.us/sbec/sbecmain.htm

The Texas Education Agency staff will be working with SBEC, teacher education institutions, teachers, and school districts in the very near future to develop one certification that will be applicable to all of our curriculum instead of the confusing array now on the books.

Teachers of Business Education courses are certified in either Office Education or Business Education.

OFFICE EDUCATION

The Office Education certificates are:

Vocational Office Education
Vocational Office Education Cooperative/Pre-employment Laboratory
Vocational Office Education Pre-employment Laboratory
Vocational Data Processing
Vocational Office Education, CVAE
Vocational Office Education, CVAE/Handicapped
Vocational Handicapped Office Education
Office Education

Approved Office Education certification institutions are:

University of Texas at Tyler
Dale Fuller
Department of Technology
University of Texas at Tyler
Tyler, TX 75701-6699
(903) 566-7310

University of Houston
Dr. Cheryl Willis
College of Technology
University of Houston
4800 Calhoun
Houston, TX 77204-6861
(713) 743-4087

West Texas A&M University
Bette Carpenter
T. Boone Pickens College of Business
West Texas A&M University
P.O. Box 785
Canyon, TX 79016
(806) 656-2498

Texas A&M University at Corpus Christi
Dr. Richard Shepherd
College of Education
Texas A&M University at Corpus Christi
Corpus Christi, TX 78412
(512) 994-2308

Southwest Texas State University
Barbara Wilson
Career and Technology Education
Teacher Education
Southwest Texas State University
209 Medina Hall
San Marcos, TX 78666
(512) 245-2338

University of North Texas
Jerry Wircenski
Occupational and Career and Technology Education
University of North Texas
P. O. Box 13857
Denton, TX 76203
(817) 565-2093

Certificates for cluster or laboratory courses

The following certificates are approved to teach the former Office Education courses with eight-digit course code PEIMS numbers beginning with 1167----.

Office Education

Vocational Office Education
Vocational Office Education Cooperative/Pre-employment Laboratory
Vocational Office Education Pre-employment Laboratory
Vocational Data Processing (degree required unless Vocationally funded)
Vocational Office Education, CVAE (degree required unless Vocationally funded)
Vocational Office Education, CVAE/Handicapped (degree required unless Vocationally funded)
Vocational Handicapped Office Education (degree required unless Vocationally funded)
Office Education

Others

Information Processing Technology (for Microcomputer Applications only)
Vocational Trades and Industries (for Business Computer Applications I, II and Business Computer Programming I, II only)

Business Education *

Business Composite
Business Basic
Business Administration
Business Secretarial

* Crossover requirement for Business Education teachers

The business education certified teacher must attend a one week Business Education Professional Improvement Conference--one time only for crossover purposes--to teach cluster, laboratory, or comprehensive courses. Previous attendance will fulfill the requirement. The attendance certificate should be placed in the teacher's personnel file for documentation. By attending the conference, the teacher "meets assignment guidelines." It is not the same as the certification received from a teacher preparation institution. Meeting assignment guidelines is acceptable only in Texas. If the teacher moves out of state, they would probably not be accepted as a Vocationally certified.

Certificates for Cooperative Courses

The following certificates are approved to teach the former Office Education courses with eight-digit course code PEIMS numbers beginning with 1167----.

Office Education

Vocational Office Education
Vocational Office Education Cooperative/Pre-employment Laboratory
Vocational Office Education Pre-employment Laboratory
Vocational Data Processing
Office Education

Business Education**

Business, Composite
Business, Basic
Business, Administration
Business, Secretarial

**Crossover requirement for Business Education teachers

The business education certified teacher must take six hours of Career and Technology Education office education certification courses and have two years wage-earning experience to teach the cooperative courses. By taking these six hours, the teacher "meets assignment guidelines." According to each individual's transcript and each university's requirements for their certification program, the six hours may be sufficient to actually complete the "real" certification program. If six hours will meet guidelines OR provide real certification, the choice is yours. However, remember that meeting assignment guidelines is acceptable only in Texas. If the teacher moves out of state, this probably would not be accepted. A deficiency plan prepared by the certifying institution is necessary if you plan to enroll in the program but it is not necessary if you are taking the courses to meet assignment guidelines. A copy of your transcript on file is the only documentation necessary to show guidelines have been met.

List of former office education cluster or laboratory courses:

Business Financial Applications
Microcomputer Applications
Office Support Systems

Business Computer Applications I, II
Business Computer Programming I, II
Business Information Processing
Office Administrative Systems
Specialty courses:
- Banking Administrative Systems
- Insurance Administrative Systems
- Legal Administrative Systems
- Medical Administrative Systems
- Educational Assistant

Business Office Clerical VEH
Business Office Services VEH

List of former office education cooperative courses:

Business Computer Applications I, II
Business Computer Programming I, II
Business Information Processing
Office Administrative Systems
Specialty courses:
- Banking Administrative Systems
- Insurance Administrative Systems
- Legal Administrative Systems
- Medical Administrative Systems
- Educational Assistant

BUSINESS EDUCATION

The Business Education certificates are:

Business Composite
Business Basic
Business Administration
Business Secretarial
Special Subject--Commercial Subjects

The following restrictions on Business Education certificates apply:

Business Composite	No exceptions--can teach all courses
Business Basic	Exceptions-- cannot teach Shorthand and Advanced Shorthand
+Business Administration	Exceptions--cannot teach Keyboarding, Keyboarding/Word Processing, Advanced Word Processing, MCA, BCA, BCP, and OAS
Business Secretarial	Exceptions--cannot teach Introduction to Business, Business Law, and Business Management and Ownership
All certificates	Can teach Economics with Emphasis on the Free Enterprise System and Its Benefits. Can teach Career Investigations

+ Teachers holding the Business Administration certificate were grandfathered in 1989-90 for the courses listed above as exceptions. **IF** the teacher was assigned to teach typing prior to and including the 1989-90 school year and has evidence of college-level preparation or its equivalent in typing, they may continue teaching these courses. This does not apply to any newly-certified teachers or to anyone not grandfathered in 1989-90.

Approved Business Education certification institutions are:

Abilene Christian University
Angelo State University
Austin College
Baylor University
East Texas Baptist University
Hardin-Simmons University
Howard Payne University
Incarnate Word College
Jarvis Christian College
Lamar University, Beaumont
LeTourneau College
Lubbock Christian College
McMurry University
Midwestern University
Sam Houston State University
Southern Methodist University
South West State University
Southwestern Assembly of God College
Stephen F. Austin State University
St. Edwards University
Sul Ross State University, Alpine
Tarleton State University
Texas A&M University at Commerce
Texas A&M University - Corpus Christi
Texas Christian University
Texas College
Texas Lutheran
Texas Tech University
Texas Wesleyan University
Texas Women's University
University of Houston
University of Houston at Victoria
University of Mary Hardin-Baylor
University of North Texas
University of Texas - Brownsville
University of Texas - Permian Basin
University of Texas - Tyler
Wayland Baptist
West Texas A&M University
Wiley College

Certificates for Business Education Courses

The following certificates are approved to teach the former Business Education courses with eight-digit course code PEIMS numbers beginning with 0370----.

Business Education

Business, Composite
Business, Basic (see course restrictions, page 37)
Business, Administration (see course restrictions, page 37)
Business, Secretarial (see course restrictions, page 37)
Special Subject--Commercial Subjects

Office Education ***

Vocational Office Education
Vocational Office Education Cooperative/Pre-employment Laboratory
Vocational Office Education Pre-employment Laboratory
Office Education

***Crossover Requirement for Office Education Teachers

The Office Education certified teacher who is also Business Education certified may teach any of the courses (subject to the same exceptions that apply to other Business Education certificates). If a Business degree rather than the Business Education degree is held, the Office Education teacher shall complete six hours in business education methods courses in order to teach these courses.

List of former Business Education courses:

7th-8th	Keyboarding	Career Investigation
9th-12th	Accounting	Keyboarding/Word Processing
	Advanced Accounting	Advanced Word Processing
	Business Communication	Personal Finance
	Business Law	Recordkeeping
	Business Management and Ownership	Shorthand
	Introduction to Business	Advanced Shorthand

Certification for the Texas Essential Knowledge and Skills

The teachers teaching the current courses will be able to crosswalk to the new courses with the their current certification. A letter from the Agency and the State Board of Educator Certification will be mailed to schools in late July. This will detail the crosswalk and course assignments.

While Business Education is under two certifications presently, the possibility of one certification has been discussed by the State Board of Education Certification.

INSTRUCTIONAL MATERIALS

In addition to state-adopted textbooks, commercial and teacher-prepared materials may be used. Curriculum guides and other instructional material will be developed through future grants.

In selecting instructional materials, the teacher-supervisor should consider:

- essential elements or essential knowledge & skills
- subject matter
- students' abilities
- time available
- goals and objectives (for district as well as for course)
- necessary equipment and other resources
- available funds

In previewing material, the following questions should be answered concerning the material:

- Will it meet the lesson's objectives?
- Will it motivate the students?
- Is the vocabulary understandable for the students?
- Will the material measure the competencies and cover the essential elements or essential knowledge and skills?
- Are the materials being used similar to those used on the job?

TEXTBOOK INFORMATION AND ISSUES

Proclamation 1995 included the Business Education categories of Microcomputer Applications, Business Computer Applications I, and Business Computer Programming I. The proclamation was written with content from the essential elements. The new curriculum, Texas Essential Knowledge and Skills, has been adopted since the proclamation was written. The proclamation categories will not exist when the new curriculum is implemented. The content of the old courses, however, is in new courses with new names. The publishers kept up with the TEKS process and the content of the books submitted very likely will reflect enough of the new curriculum to be adaptable. While there are some changes from the old courses, the following crosswalk will show how the new books will be assigned:

Microcomputer Applications -->--> Business Computer Information Systems I (BCIS I)
Business Computer Applications I -->--> Business Computer Information Systems II (BCIS II)
Business Computer Programming I -->--> Business Computer Programming

The adoption process for 1997 has begun; the 35-member review panel was in Austin for their orientation session on April 29. The textbooks the panel is reviewing through August will be adopted in November 1997; the adopted books will be in the districts for review and selection in the Spring of 1998; and in the classroom in September, 1998.

A few changes have been made in the textbook process. There is not a set cycle such as the six-year cycle. The State Board of Education is required to look at the categories every six years, but due to the availability of funds, growth in number of students, costs of books, etc., they are not required to issue proclamations. Many courses will have to use books for more than six years. This is true even of core disciplines such as mathematics; it is not just the elective courses. The new adoption cycle is under review so information is not available at this time.

Proclamation 1995 is the first proclamation to come under Senate Bill 1. Senate Bill 1 mandates the criteria for adopted books as either conforming or non-conforming to the percentage of the essential elements in the course. Conforming books cover the essential elements 100%; non-conforming 50% - 99%. Determining conformity is the main job of the review panel. Their task has increased immensely over previous adoptions as there were 66 submissions with 34 electronic media systems for the Business Education 1995 proclamation. Thus the reason for 35 members instead of the usual 15. In the enrichment curriculum, which includes Business Education, books that are not on either list can be bought by the district and be reimbursed for 70% of the cost.

The following shows all of the books currently on the adopted list for every course in Business Education along with each cycle of years.

HIGH SCHOOL
BUSINESS EDUCATION

ISBN CODE	TITLE	AID	VH	PRICE	PUBLISHER	DEP	©
INTRODUCTION TO BUSINESS, GRADES 9-10 (1992-1998) *Quota: 110% of Subject Membership* 9620							
0028000552	Brown Introduction To Business Our Business/Economic World 1E	E	B-LT	$22 95	Glencoe/McGraw-Hill	8	92
0538612177	Daughtrey Introduction To Business The Economy And You 2E	G	B-LT	21 98	South-Western	5	92
0314005943	Miller Understanding Business A World Of Opportunities 1E	E	B-LT	24 56	West Publishing	5	92
OFFICE ADMINISTRATIVE SYSTEMS, GRADES 11-12 (1992-1998) *Quota: 110% of Subject Membership* 9621							
0821908839	Fruehling Today's Electronic Office 2E	E	B-LT	$24 95	EMC Publishing	5	92
0538617470	Oliverio The Office Procedures And Technology 1E	G	B-LT	20 21	South-Western	5	92
0538617713	VanHuss Electronic Office Systems 1E	M	B-LT	21 72	South-Western	5	92
031400596X	Barrett Office Skills For The 1990s The Finishing Touch 1E	E	B-LT	24 56	West Publishing	5	92
BUSINESS COMPUTER APPLICATIONS (1991-1997) *Quota: 110% of Subject Membership* 9622							
0070532117	Robichaud Introduction To Information Processing 4E	K	B-LT	$17 88	Glencoe/McGraw-Hill	8	89
0538604913	Shelly Computer Concepts 1E	M	B-LT	26 98	South-Western	5	90
0538604921	Waggoner Computer Concepts With AppleWorks 1E	M	B-LT	30 21	South-Western	5	90
0538608633	Waggoner Computer Concepts With Microsoft Works 1E	M	B-LT	31 32	South-Western	5	91
0314695621	Jones Computers In Business Information Processing 1E	R	B-LT	24 56	West Publishing	5	91
BUSINESS COMPUTER PROGRAMMING (1991-1997) *Quota: 110% of Subject Membership* 9623							
0538108126	Clark Structured BASIC Apple Version 2E	M	B-LT	$18 74	South-Western	5	89
0538108401	Clark Structured BASIC IBM PC/TRS-80 Version 2E	M	B-LT	18 74	South-Western	5	89
0314471553	Mandell BASIC Programming Today A Structured Approach 2E	R	B-LT	22 96	West Publishing	5	90
0314670297	Baumann Understanding Structured Programming In BASIC IBM	R	B-LT	23 96	West Publishing	5	91
0314670300	Baumann Understanding Structured Programming In BASIC Apple	R	B-LT	23 96	West Publishing	5	91

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ISBN CODE	TITLE	AID	V H	PRICE	PUBLISHER	DEP	©
BUSINESS MANAGEMENT AND OWNERSHIP (1990-1996) *Quota: 110% of Subject Membership* 9624							
0070109001	Graf, Business In An Information Economy 1E	G	B-LT	$15 54	Glencoe/McGraw-Hill	8	90
0538073500	Everard, Business Principles & Management 9E	M	B-LT	15 71	South-Western	5	90
BUSINESS COMMUNICATIONS (1988-1994-1997) *Quota: 110% of Subject Membership* 9625							
0028315308	Himstreet, Business Communications 2E		B-LT	$27 48	Glencoe/McGraw-Hill	8	87
0070614326	Clark, Business English & Communication 7E		B-LT	24 75	Glencoe/McGraw-Hill	8	88
0153085002	Adelstein, Business Communication For The Information Age 1E		B-LT	29 10	Harcourt Brace	9	88
0844255955	Thomas, Business Communication Today 2E		B-LT	24 95	National Textbook	5	88
0538051906	Burtness, Effective Business Communication 8E		B-LT	26 40	South-Western	5	85
BUSINESS LAW, GRADES 9-12 (1994-2000) *Quota: 110% of Subject Membership* 9630							
0028006429	Brown, Understanding Business & Personal Law 9E	E	B-LT	$28 48	Glencoe/McGraw-Hill	8	93
0538609567	Mietus, Law for Business 14E	M	B-LT	29 55	South-Western	5	93
0538609583	Mietus, Law for Business, Abridged Version 14E	M	B-LT	26 55	South-Western	5	93
0314013911	Carper, West's Business and Personal Law 1E	E	B-LT	32 96	West Publishing	5	94
RECORDKEEPING, GRADES 9-12 (1995-2001) *Quota: 110% of Subject Enrollment* 9640							
0028011023	Stewart, Financial Management and Recordkeeping 10E	E	B-LT	$28 47	Glencoe/McGraw-Hill	8	94
0538633131	Schultheis, Keeping Financial Records for Business 8E	E	B-LT	30 00	South-Western	5	95
ACCOUNTING, GRADES 9-12 (1995-2001) *Textbook Quota: 110% of Subject Enrollment* 9641							
0028036174	Guerrieri, Accounting: Concepts/Procedures/Applications, 1st Yr 3E	E	B-LT	$29 98	Glencoe/McGraw-Hill	8	95
0538629525	Ross, Century 21 Accounting, First-Year Course 6E	E	B-LT	30 00	South-Western	5	95
0538630051	Ross, Century 21 Accounting, 1st Yr General Journal Approach 6E	E	B-LT	30 00	South-Western	5	95
ACCOUNTING ELECTRONIC INSTRUCTIONAL MEDIA SYSTEMS, GRADES 9-12 (1995-2001) *EIMS Quota: One EIMS per Accounting, Grades 9-12, teacher. Students assigned to teachers receiving an EIMS for Accounting, Grades 9-12, shall not be included in the subject enrollment for allocation of Accounting, Grades 9-12, textbooks.* 9648							
0028037871	Guerrieri, Glencoe Computerized Accounting DOS Version 1E			$4,356 21	Glencoe/McGraw-Hill	8	95
002803788X	Guerrieri, Glencoe Computerized Accounting Macintosh Version 1E			4,356 21	Glencoe/McGraw-Hill	8	95
0028037898	Guerrieri, Glencoe Computerized Accounting Windows Version 1E			4,356 21	Glencoe/McGraw-Hill	8	95

ISBN CODE	TITLE	AID	VH	PRICE	PUBLISHER	DEP	©
ADVANCED ACCOUNTING, GRADES 9-12 (1995-2001) *Quota: 110% of Subject Enrollment* 9642							
0028036425	Guerrieri, Accounting Concepts/Procedures/Applications Adv 3E	E	LT	$29 50	Glencoe/McGraw-Hill	8	95
0538631740	Ross, Century 21 Accounting, Advanced Course 6E	E	LT	30 00	South-Western	5	95
SHORTHAND, GRADES 10-12 (1992-1998) *Quota: 110% of Subject Membership* 9651							
0028007956	Pullis, Principles Of Speedwriting/Speedwriting Dictation And Transcription 2E (2)	G	LT	$42 87	Glencoe/McGraw-Hill	8	91
0028007948	Zoubek, Gregg Shorthand Basic Principles/Gregg Shorthand Dictation And Transcription 1E (2)	E	LT	37 62	Glencoe/McGraw-Hill	8	90
0538617985	Lemaster, Superwrite Alphabetic Writing System Comprehensive Course Volume 1/Volume 2 1E (2)	M	LT	24 75	South-Western	5	91/92
KEYBOARDING/WORD PROCESSING (1993-1999) *Quota: 110% of Subject Membership* 9661							
0028000021	Johnson, Gregg Microcomputer Keyboard/Document Processing 1E	E	B-LT	$20 91	Glencoe/McGraw-Hill	8	93
0028011546	Chiri, Information Processing Keyboarding/Formatting Book 1 2E	E	B-LT	20 91	Glencoe/McGraw-Hill	8	93
0538600748	Robinson, Century 21 Keyboarding/Formatting Book 1 5E	G	B-LT	20 70	South-Western	5	93
ADVANCED WORD PROCESSING, GRADES 11-12 (1993-1999) *Quota: 110% of Subject Membership* 9662							
0028011554	Chiri, Information Processing Keyboarding/Formatting Book 2 2E	E	B-LT	$20 91	Glencoe/McGraw-Hill	8	93
0538600756	Robinson, Century 21 Keyboarding/Formatting Book 2 5E	G	B-LT	20 70	South-Western	5	93
MICROCOMPUTER APPLICATIONS (1991-1997) *Quota: 110% of Subject Membership* 9663							
0936862912	Blanc, Computer Applications For Business 1E	M	B-LT	$21 50	Dictation Disc	5	90
0070351007	Klemin, P C Power 1E	M	B-LT	18 90	Glencoe/McGraw-Hill	8	91
0931717914	Presley, Intro To Computing Using Microsoft Works - IBM PC 1E	R	B-LT	23 96	Lawrenceville Press	5	89
0538601310	Clark, Computers/Information Processing Concepts/Application 2E	M	B-LT	24 81	South-Western	5	90
0314667601	Flynn, Microcomputers Concepts Skills And Applications 1E	R	B-LT	24 96	West Publishing	5	91
0314580158	Settle, Developing Computer Skills Using Appleworks 1E	M	B-LT	25 56	West Publishing	5	91
PERSONAL FINANCE (1990-1996) *Quota: 110% of Subject Membership* 9671							
0538600845	Ryan, Managing Your Personal Finances 2E	M	B-LT	$18 49	South-Western	5	90

EQUIPMENT AND FACILITY RECOMMENDATIONS FOR BUSINESS EDUCATION

The following recommendations should be used as guidelines in developing facility standards and filling equipment requirements for the business education curriculum.

Specialized storage in the student's immediate work area is needed for magnetic disc/tapes and for operations manuals. Cable runs and electrical outlets for computers and printers are a significant consideration for classroom planning.

Space for Instructor: This space should accommodate the instructor's work station/desk, demonstration stand, projection stand, file cabinet(s), chalk marking board, permanent pull-down audio-visual screen, and pull-down instructional charts. Electrical outlets should be installed under the projection stand, the demonstration stand, and instructor's desk.

Electrical Wiring: Computer cables and electrical wiring should be housed in separate conduits. Their locations should be determined prior to construction to facilitate installation and to provide flexibility for future renovations.

Electrical Outlets: The electrical outlets should be circuited to enable teachers to turn off all electricity to the equipment with a master switch installed in the classroom. Acoustical treatment for interior finishes should be carefully considered. Special attention may be required for the proper selection and detailing of doors to minimize the unwanted transmission of sound.

The following courses have special needs:

Keyboarding
Word Processing Applications
Accounting
Accounting II
Business Computer Information Systems I
Business Support Systems
Business Comp. Programming
Business Computer Information Systems II
Administrative Systems
Specialty courses
  Subset of Administrative Systems
    Legal Administrative Systems
    Medical Administrative Systems

The special provisions that need to be made are:

- adequate electrical outlets located safely with enclosed housing for wires and outlets
- outlets located in the immediate vicinity of desks, or better desks that contain wiring and outlets
- a wired, rolling demonstration stand
- furniture designed for typewriters/computers (L-shaped) with adjustable table and adjustable chair heights

Accounting classes require special desks in order to accommodate the working papers as well as calculators.

Recordkeeping, Accounting, and Accounting II will require calculators.

These are recommendations, not mandates, for the school that is interested in providing a quality setting in which the student can learn effectively and efficiently.

- a combination classroom and office education laboratory of approximately 1,200 square feet to accommodate a maximum of 20 students (10 CTED)
- up-to-date laboratory tools and equipment comparable to those used in businesses
- a reference library in the classroom
- office desks and chairs
- a telephone and modem
- an office for the co-op teacher near or in the classroom
- a teacher's desk, filing cabinet, bulletin board, dry marker board, and storage for instructional materials

CHARACTERISTICS OF A GOOD BUSINESS EDUCATION CLASSROOM PLAN

1. **Office in or near the classroom**
   Desk
   Filing cabinets
   Resource shelving
   Telephone/modem
   IBM compatible 486/Macintosh computer
   Printer and electronic typewriter

2. **Storage area in classroom**
   Lighted
   Adequate shelving
   Locks on doors

3. **Classroom facilities**
   White marker boards for computer classrooms (chalk dust is very hazardous to the equipment)
   Master control switch to make sure all equipment is off (very important).
   Recessed plug-ins preferred or on strips mounted to the floor and walls.

- Remember to count the number and the types of equipment that are going to be used in the classroom and then add at least 10 more plugs.
- Plan the placement of the plugs
- Put plugs in multiples
- Use surge protectors for all computer equipment
- Separate high voltage fuses for computer room

Shelving for resource and textbooks.
Magazine shelving for current periodicals.
Cabinets
- Some attached to wall with counter space for students to work below
- Metal storage cabinet for supplies

Filing cabinets for classroom
Low-heat overhead projector
Computer projection equipment and screen
Light dimmer switch
Computer networking - optional but an economical means of upgrading
Student work stations appropriate to the courses being taught--must be at appropriate height
Computer tables and desks
Table-like work stations for the Business Support Systems
Printer stands
Sturdy posture chairs
Carpeting - optional but reduces noise level, easier upkeep and more business-like
Sink (Optional for most courses but mandatory for Business Support Systems courses)
Bulletin boards.
Teacher's classroom work station
Rectangle or round tables for small group discussion
Fire extinguisher, Type C
Computer locking devices
Air conditioning
Copy stands for each work station

4. Equipment

All computer courses require one office-type computer for each student
Macintosh/IBM compatibles or a combination of both
PCs should have a minimum of 4 mg. of memory, preferably stand alone with 240 mg. hard drives (or network and file server with 800+ mg. capacity), and super VGA color monitor for desktop publishing and other advanced graphics.
Mouse per station
Telephone connection
Modems
Facsimile
Scanner
Laser printers
Ink jet printers
Automatic switch boxes so that two to four computers can utilize one printer.
Cables
Electronic typewriters in addition to computers. Primarily used in Administrative Procedures and Business Support Systems.

PROCEDURES FOR CONDUCTING BUSINESS EDUCATION CLASSES

DELIVERY SYSTEMS

Work-based

Business education courses using the cooperative delivery system offer students the opportunity to receive on-the-job training in addition to classroom instruction related to the job experience. Students who are employed at least 15 hours per school week receive 3 credits, while students employed at least 10 hours per school week receive 2 credits. There are no provisions to mix in first year cooperative students with second year cooperative students; also work-based classes shall not be mixed with exploratory or technical classes. Administrative Procedures will be the main vehicle for co-op classes; however, training plans may be coded with any of the work-based courses. The students will receive credit for Administration Procedures.

Selecting Courses to Offer

The school district may select any one of the occupationally-specific courses for cooperative delivery. However, for placement purposes the teacher may place a student in a training station that is more closely related to one of the other occupationally-specific courses; e.g., if the school is teaching Administrative Procedures and places a student in an accounting position, the teacher may elect to use the Accounting code on the training plan. Therefore, when follow-up is completed, all students will not be listed under one code number. The following work-based courses, Accounting II, Business Computer Information Systems II, Business Computer Programming and International Business are, however, not suitable for mixing training plan codes, If, for example, International Business is the co-op of choice, then the training plan should reflect International Business.

Student Eligibility

To be eligible for a course using the cooperative delivery system, a student must be:

- a junior or senior
- at least 16 years of age
- interested in a business or office career
- able to furnish transportation to and from work

Exception: Students identified as educationally disadvantaged, limited English proficient, or identified at-risk by the district may participate at any level if age appropriate.

Responsibilities of a Teacher/Coordinator

Business education teachers/coordinators may be employed ten or eleven months. The additional month the teacher may work shall be utilized to solicit training stations, place students in employment, develop training plans, develop instructional materials, and other activities directly related to and for the purpose of improving the delivery system. The teacher/coordinator must visit each student training station at least six times each school year, including at least one visit during each student grading period.

A teacher/coordinator using the cooperative delivery system needs skills in administration, coordination, teaching, and public relations in order to maintain in effective relationships with employers in various fields. The coordinator must select, counsel, and supervise students in school and at work. Above all, a coordinator needs to be a versatile and talented teacher with the ability to adapt to a variety of changing roles and situations. On pages ??? is a table which lists the responsibilities of a teacher/coordinator using a cooperative delivery system.

Instruction

Students should receive both individual and group instruction. The major portion of the classroom time should be devoted to individualized instruction related to the occupational interest of the student. On the recommended standardized training plans is a list of essential elements /knowledge and skills which should be completed by the teacher/coordinator in cooperation with the training that students will receive on the job. The teacher/coordinator will need to modify each training plan to meet the specific needs of each student. Some units should be taught by group instruction.

Wage and Hour Law

One critical area in supervising a cooperative class is being current on the wage and hour law. The most important source of information is the federal Fair Labor Standards Act (FLSA), which sets out the minimum wage and overtime provisions applying to most employees in the U.S. Most states have their own wage and hours laws, but they generally do not exceed the federal standards and apply only when FLSA does not. For information the following numbers for the Department of Labor in Texas are provided:

West Texas (Midland to El Paso)	Albuquerque	(505) 766-2477
South Texas (as far as Laredo)	Corpus Christi	(512) 888-3156
Panhandle, East Texas, Fort Worth	Dallas	(214) 767-6294
Houston, Beaumont, Southeast Texas	Houston	(713) 750-1682
San Antonio, Austin, Central Texas	San Antonio	(210) 229-4515

The federal minimum wage is $4.75 per hour. As of September 1, 1997 the minimum wage is $5.25 per hour. An important FLSA amendment is the Equal Pay Act, mandating "equal pay for equal work." It essentially makes illegal the practice of paying different wages to men and women who do basically the same job at the same experience levels.

EVALUATION

The State Board of Education rules for curriculum states students should be evaluated on a 0-100 scale with 70 and above receiving course credit. At the beginning of the year, a class grading system should be established. Consideration should be given to how individualized instruction, group instruction, attitude, training station grade, etc., will affect the students' grades for the grading period.

In evaluating students on their individualized instruction, it is impossible to evaluate each job assigned. Therefore, on some assignments, answer sheets should be given to the students so they may check their answers with the teacher's key. On other assignments, the teacher should grade for specifics. For instance, grade one paper for proofreading, one for typographical errors, one for format, etc. Since students will not be completing the same assignments, students should be given a grade sheet. Students should be graded on an individualized basis, not against what other students have accomplished.

The Master Plan for Career and Technology supports the accountability of individual success. A student portfolio is a one means of authentic assessment that provides documentation.

RESPONSIBILITIES OF A TEACHER

Teaching

Informs students of classroom policy and procedures

Provides individualized instruction
- Essential elements/Essential Knowledge and Skills
- *Skills needed for the job*

Provides group instruction
- Basic instruction
- Areas of instruction
- Essential elements/Essential Knowledge and Skills

Oversees Vocational Student Organization
- Organizational activities
- Purposes and values
- Membership
- Correspondence
- Projects
- Minutes
- Conferences
- Leadership development
- Characteristics
- Competitive events

Coordination

Selects training stations

Selects students

Places students

Visits training stations once during each grading period

Consults employers as to progress of students

Organizes and utilizes an effective advisory committee

Public Relations

Exemplifies values of Business Education program

Promotes out-of-school relationships
- *Employers*
- Parents
- *Employee organizations*
- News media
- Civic organizations
- General public

Advisory committee
Promotes in-school relationships
- Administration
- Faculty
- Students
- Supporting personnel

Administration

Handles administrative responsibilities
- Community occupational study
- Student follow-up
- Legal responsibilities
- Records and reports

Evaluates program
- Instruction
- *Coordination*
- Relationships
- Administration

NOTE: Responsibilities in italics are additional activities that the teacher/coordinator performs for the cooperative program.

WORKING WITH STUDENTS WITH DISABILITIES

SERVING STUDENTS WITH SPECIAL NEEDS

Students with special needs, including students who are handicapped, academically and economically disadvantaged, limited English proficient and at risk of dropping out of school often require additional or supplemental services when participating in career and technology education programs. Career and technology education must provide special needs students with job skills and employability skills leading to a smooth transition from school to post-school activities.

Transition may be defined as movement from one stage to another. Transition for special needs students should be a process that is systematically planned, beginning when special needs learners are in the 7th or 8th grade. Transition planning should involve parents and students along with special education and/or general education and career and technology education personnel. The planning and instruction toward the special needs of the student at the secondary level should lead to satisfying employment or future training, which ultimately results in sustained employment.

Under federal guidelines the LEA is responsible for providing special populations staff development for Career and Technology Education teachers.

Special Populations

Special populations means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in career and technology education programs. The term includes individuals who are members of economically disadvantaged families, individuals who have limited English proficiency, and individuals who participate in programs designed to eliminate sex bias.

Academically disadvantaged is defined as an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies (one or more years below grade level in achievement in three or more academic courses).

Economically disadvantaged family or individual means a family or individual identified as having low income using one or more of the following standards: (1) annual income at or below the poverty line; (2) eligibility for free or reduced-price school lunch; (3) eligibility for Aid to Families with Dependent Children (AFDC) or other public assistance programs; or (4) eligibility for participation in programs assisted under Title II on the Job Training Partnership Act.

Limited English Proficient (LEP) is a person who is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from Career and Technology Education studies to the same extent as a student whose primary language is English.

Sex bias means students enrolled in courses that are non-traditional for their gender.

Migrants are students whose family pursue migratory seasonal work and move often from one district to another.

Required Services

When the district uses federal Career and Technology Education funds designated for the disabled, the district must provide additional or supplemental services for the students identified as disabled. These additional or supplemental services include:

1. Career and Technology Education interest and aptitude assessment prior to selecting a Career and Technology Education program;
2. provision of special services designed for individual students based on the special needs identified by the Career and Technology Education assessment; and
3. guidance and counseling activities conducted by certified counselors including career development, Career and Technology Education assessment, and services designed to facilitate the transition from school to post-school employment.

The State Board of Education rules and special services applicable to each category of special needs will be addressed in the following information.

Students with Disabilities

Disabled means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health-impaired persons or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular Career and Technology Education program without special education assistance (P.L. 98-524).

Business education for students with disabilities is designed for those with exceptional handicaps who cannot succeed in the regular Career and Technology Education courses. The purpose of the course are:

- to provide students with occupational education preparing them for gainful employment in business occupations requiring semi-skilled knowledge and training
- to provide students with an occupational curriculum that departs from traditional content and methods of teaching at a level where students can succeed

Graduation Requirements

State Board of Education rules for graduation for special education students are based on performance outcomes related to course of study. Students with disabilities may graduate when the students have completed the minimum academic credit requirements for graduation applicable to non-handicapped students, including satisfactory performance on the exit-level assessment instrument (TAAS) or when the student has completed requirements specified in the individual education plan (IEP) as determined by the admission, review, and dismissal (ARD) committee. Graduation through the IEP offers options which may require Career and Technology Education training including the following:

1. Demonstrate mastery of specific employability skills and self-help skills which do not require direct on-going educational support of the local school district. Career and Technology Education has a responsibility for providing competency-based instruction in job skills and employability skills including general skills necessary to obtain or retain employment. This may include pre-employment laboratory and cooperative education programs.

2. Full-time employment based on the student's abilities and local employment opportunities with sufficient self-help skills to enable the student to maintain the employment without direct and on-going educational support of the local school district. Students may receive competency-based instruction in career and technology education prior to full-time employment laboratory and cooperative education programs.

The need for an appropriate education leading to transition from school to work is reflected by the above graduation rules. The following information is provided as a guideline for serving students with disabilities in career and technology education.

Coordination with Special Education

Federal legislation and State Board of Education Rules require the education of disabled students in the least restrictive environment. Cooperative planning and delivery of educational services among special education and regular education personnel are essential when providing disabled and non-disabled students instruction in a single classroom arrangement.

The admission, review, and dismissal (ARD) committee determines the appropriate instructional arrangement for individual students based on cumulative and appropriate assessment data. An individual education plan (IEP) is developed for each student addressing modifications in content, pacing, and mastery level. The IEP will specify performance levels and skills in math, reading, English language usage, and therefore shall include any modification or special assistance needed by the student to enable their participation in regular academic Career and Technology Education classes as well as in separate instructional settings. If the handicapped student needs extensive adjustments (modifications) but can benefit from a regular classroom placement, the ARD committee must specify appropriate special education assistance to the regular teacher in order that handicapped students can be maintained in the regular classroom.

Students who lack essential skills in reading, grammar usage, spelling, punctuation, mathematics, etc., may benefit from regular academic classes and deficits must be noted and modifications and/or special education assistance to the regular teacher shall be addressed in the IEP for regular academic and Career and Technology Education classes.

Assessment

Special education with assistance from Career and Technology Education personnel when appropriate has the responsibility for providing the Career and Technology Education assessments for students with disabilities who have Career and Technology Education preparation needs. All students who are to be considered as students with disabilities in career and technology education must have a Career and Technology Education interest and aptitude assessment, 19 TAC Part II, Chapter 75.1023 and 89.AA. Career and Technology Education assessment is required for all students with disabilities who will graduate through the IEP process.

Career and Technology Education counselors or teachers must review the assessment data with special education personnel and make a recommendation to the ARD committee. The recommendation should include: (1) determination as to whether Career and Technology Education is appropriate; (2) type of instructional arrangement (regular or separate program); and (3) program services and modifications needed by the student to participate in a Career and Technology Education program.

The Admission, Review, and Dismissal (ARD) Committee Membership

The membership of the ARD committee includes:

1. a representative from administration for the local school district,;
2. a representative from instruction (teacher);
3. the student's parent or designated representative;
4. the student, when appropriate; and
5. a representative from the special education assessment team as specified.

Representatives from Career and Technology Education including the Career and Technology Education teacher who will instruct the student will be voting members when placement into Career and Technology Education is being deliberated, 19 TAC 89.221(h)(8) and 75.213(f)(3). Participation by representatives from the Texas Rehabilitation Commission or other agencies is suggested when transition plans are being developed.

The Admission, Review, and Dismissal (ARD) Committee Responsibilities

The admission, review, and dismissal (ARD) committee is the vehicle for decision making when developing, reviewing, and revising the individual education plan (IEP) for each handicapped student. Committee responsibilities in making decisions for the student's educational programming will include considering the occupational preparation needs, identifying Career and Technology Education assessment needs, and planning an appropriate program for occupational preparation.

The ARD committee must perform several functions in planning for Career and Technology Education for handicapped students:

1. Review the Career and Technology Education assessment report and the recommendations for Career and Technology Education placement developed by the Career and Technology Education and special education team.
2. Determine the type of Career and Technology Education program which fulfills the needs of the student most appropriately.
3. Discuss and make a decision for the type of available instructional setting in the least restrictive environment appropriate for the handicapped.
4. Develop an individual education plan (IEP) which addresses the Career and Technology Education goals and objectives that achieve these identified goals. The IEP will address support services and modifications of equipment and programs necessary for the student to benefit from Career and Technology Education instruction.

INDIVIDUAL EDUCATION PLAN (IEP)

The ARD committee must ensure that all required elements in Chapter 19 TAC 75.213(f)(5) and 89.223(5)(d) of the IEP are developed for each handicapped student enrolled in career and technology education. The IEP for handicapped students enrolled in Career and Technology Education must address (1) modification of instructional equipment; (2) modification or adaptation of program goals; and (3) related aids and services needed to benefit from the Career and Technology Education program.

Modifications to be Included in the IEP

The ARD committee, with Career and Technology Education representation,. will review assessment recommendations, plan appropriate Career and Technology Education program placement, and, whenever appropriate, include Career and Technology Education as a component of the student's individual education plan (IEP). When determining what modifications are to be included in the IEP, the following questions may be considered:

1. Is the student reading below grade level and receiving special education assistance to the extent that he/she would have difficulty reading and understanding the required Career and Technology Education course material?

2. Are the student's English language usage (grammar, spelling, and punctuation) skills below grade level, and is the student receiving special education services to the extent that he/she would have difficulty completing required career and technology education course requirements?

3. Are the student's math and computational skills below grade level and is the student receiving special education services to the extent that he/she would have difficulty completing required Career and Technology Education course requirements?

4. Does the student's handicap indicate a need for modification of the knowledge, skills, or information that all students are held accountable for by the course objectives contained in the district's curriculum?

5. Will the normal testing methods in the course need to be altered in order to assess the student's competencies without bias?

6. Does the student need a behavior management plan implemented during the Career and Technology Education class?

7. Does the student have physical limitations which require modifications in equipment, instructional materials, or facilities in Career and Technology Education?

If the answer to any of the preceding questions is "yes," the ARD committee should outline reasonable modifications to equipment and appropriate instructional methods, grading, support services, and/or goals and objectives in the student's IEP. If it is determined that any of the above IEP components are not necessary, the IEP should specifically document that modifications of program goals, facilities, equipment, and the need for support services have been considered but are not necessary. It is not necessary to write goals and objectives when no changes are made in curriculum content, mastery level, or instructional methods.

Development of the IEP

The development of the individual education plan (IEP) is the initial step in programming for the handicapped student. The IEP must be cooperatively developed by members of the ARD committee. A single IEP is developed for each student which specifies goals, objectives, modifications, and support services necessary for the students. For purposes of Career and Technology Education monitoring for Civil Rights compliance, information must be provided indicating that these components have been addressed. The following components will be addressed in the Career and Technology Education portion of the IEP:

A. Annual goals addressing Career and Technology Education instruction. The annual goals must be specified when modifications are to be made in the regular program. They should describe the skills and knowledge the student will acquire.

B. Short-term objectives that lead to the achievement of the goals. The objectives should be linked to the annual goals identifying tasks to be learned by the student in order to accomplish the annual goals.

C. Consideration of need for modification of instructional program. Modifications to the program must be addressed in the IEP. If no modifications are necessary, a statement to that effect will be made on the IEP.

1. Suggested modifications that may be required to enable individual students to continue in career and technology education programs by helping them compensate for their handicaps, such as:

- changes in the rules regarding:
    a. time allowed to complete a course or program.
    b. time spent in the lab or classroom (for additional instruction).
- changes in the course of study in an individual student's program
- changes in the way program accomplishments are reported
- programmed and individualized instruction
- special teachers (or aides)
- special teacher for job readiness (pre-Career and Technology Education) instruction
- arrangements for transportation
- specialized equipment

2. Modifications in instructional strategies may include:

- changes in reading requirements
- changes in listening requirements
- changes in math requirements
- changes in the methods of instruction
- changes in the pace of the instruction
- changes in the sequence of topics
- changes in tools, equipment, or machinery used in the classroom
- changes in the classroom environment
- changes in project or report requirements
- changes in the way tests are given

COORDINATION OF INSTRUCTION

All career and technology education teachers who have students with disabilities in their classes will coordinate their instruction with special education teachers. Resource teachers will provide instructional support for students in career and technology education programs.

Career and technology education teachers who have special populations students in their classes will coordinate their instruction with other teachers. All students benefit when career and technology education teachers and teachers of basic academic programs in language arts, mathematics, and science plan together and coordinate instruction. Career and technology education teachers will emphasize basic academics in their classes. While academic teachers are encouraged to teach their concepts in an applied manner relating to career and Career and Technology Education activities.

English as a Second Language (ESL) teachers may be a strong resource to support LEP students in career and technology education classes.

ADVISORY COMMITTEE

ESTABLISHING AN ADVISORY COMMITTEE

SBOE rules require the establishment of a district-wide advisory committee for Career and Technology programs. An advisory committee is composed of individuals from outside the field of education who advise the district on the establishment and maintenance of career and technology programs. It is recommended that the business education program have a program specific advisory committee in addition to the established district-wide committee. This committee is to assist the all teachers in the business education department rather than to determine program policies.

The information that follows should aid the business education teacher in establishing an active advisory committee.

Purposes

The purposes of the advisory committee are:

- to provide a link between the community and school for the purpose of maintaining and improving career and technology education programs.
- to update tasks to be taught and equipment to be used.
- to advise the school district on current job needs and the relevance of programs and courses being offered by the LEA in meeting current job-market needs.

The committee has no administrative or legislative authority, and members should understand that the control of educational policy remains with the local school staff and the board.

Role of the Teacher/Coordinator

The role of the teacher/coordinator is:

- to select members of the advisory committee.
- to inform the members of the initial meeting.
- to act as a temporary chairperson.
- to implement suggestions by the committee or explain why recommendations cannot be implemented.
- to recognize and show appreciation to committee members.

MEMBERSHIP

An advisory committee should consist of approximately five to seven members to maintain flexibility and effectiveness, depending on local conditions (such as size of the program and the

community). The committee should have appropriate representation of both sexes and of the racial and ethnic minorities found in the schools, community, or region which the local committee serves and parents of a program participants. The most productive advisory committee member is usually a person actively engaged in civic affairs. Business persons will be enthusiastic and dedicated to the committee concept. The membership should not be limited to those who provide training stations or who have hired graduates of the program.

Selection

Steps in selecting committee members are as follows:

- Secure administrative approval for organization of committee
- Seek official recommendations for committee membership from appropriate organizations
- Investigate recommended individuals
- Select committee members by teacher/coordinator with approval of superintendent
- Make appointments official
- Inform recommending agencies
- Prepare news releases

Committee members should be selected on the basis of the following criteria:

- Knowledgeable in related occupational area
- Interested in program
- Willing to serve
- Possessing technical expertise
- Exhibiting leadership ability

Committee members should be selected from the following areas:

- Employment service
- Chamber of commerce
- Large businesses
- Small businesses
- Management
- Parents
- Government agencies
- Students

School administrators and business education teachers should serve as ex-officio members of the advisory committee.

Appointment

When all processes of selection have been completed to the satisfaction of school officials and the school board, the administrator should make the appointments official and notify the appointees. The official appointments should be made in letters in which the conditions of the appointments and the functions of the committee are briefly described. In most cases, the business education teacher will compose this letter for the administrator. The letters should clearly state that the appointees are to accept or reject the appointments within a given period of time. Notice of the first meeting may be enclosed with the letter. See sample letter on the next page.

Sample Letter

(Current Date)

Mr. John Doe
Metropolitan National Bank
459 End Street
Anywhere, TX 99999

Dear Mr/Ms. Doe:

We would like to extend to you an invitation to serve as a member of our Business Education Advisory Committee. You have been selected because of your extensive experience and knowledge of business. The appointment is for a period of one (to three) years.

Business education courses have been established to help better prepare our students for careers in business occupations. A brochure is enclosed to explain some of the major features of the program.

Your acceptance of this appointment will be of great value to our school district. The activities of this committee will help promote our program in the community.

The first meeting will be held on (date of meeting) at (time of meeting). The meeting will be held at (name of place and address). The enclosed agenda will give you an overview of items that will be discussed at this meeting.

Please contact Mrs. Sue Clark at Anywhere High school (999-9999) by (date) if you do not feel you will be able to serve on the committee.

Sincerely yours,

Bill Smith
Superintendent

tlp

Enclosure

Term

A regular system of selecting replacement of members is preferred. A committee with rotating terms of office injects new people with fresh, enthusiastic ideas and familiarizes an increasing number of people to the program.

Provisions should be made for staggered terms of appointments. Members are appointed for a definite term, generally one to three years, maintaining an experienced member on the committee at all times.

MEETINGS

Each committee member should receive a written notice of the meeting with a tentative agenda. To be sure that the members are notified of the meeting, the teacher/coordinator should telephone each one as a reminder of the time, location, and details of the meeting. Physical and organizational preparation should be completed in advance by the teacher/coordinator.

Scheduling

Meetings should be scheduled only when pertinent questions, issues, or recommendations need to be discussed or when key reports are to be made.

The first meeting of the school year should be held within thirty days of the beginning of school or within thirty days of the date of the appointment of the committee members.

When the committee meets for the first time, it decides how many times to meet. At least two meetings should be held a year (supplemented by the coordinator's seeking counsel from individual members informally during the school year), but no more than one meeting per month should be held. Meetings should not be too long.

Schedule the meetings at a convenient time for the members. Breakfast, luncheon, or evening meetings are possible times.

First Meeting

The main purpose of the first meeting is to acquaint members with their duties and responsibilities. Business and social activities may be included. The initial meeting should include some item of concern. Minutes should be recorded and sent to each member.

The following items should be included in the first meeting:

- introduction of members by the teacher/coordinator who acts as temporary chairperson.
- explanation of courses using the cooperative delivery system and the need for an advisory committee.
- definition of responsibilities and functions of an advisory committee.

- definition of term of appointment of members.
- selection of meeting place and time.
- election of chairperson.

Agenda

The teacher/coordinator, in cooperation with the chairperson, prepares the agenda and sends it to each member before the meeting. The agenda should not be routine; operational questions that arise should be handled through personal contact or by phone. In its meetings, the advisory committee should focus its attention on areas for which advice is needed.

Sample Agenda

AGENDA

I. Introduction of members
II. Explanation of business education
III. Responsibilities and functions of an advisory committee
IV. Explanation of terms of appointments
V. Election of chairperson and secretary
VI. Selection of meeting place and time for next meeting
VII. Adjournment

Other Meetings

Any topic relative to business education courses in the program is acceptable for discussion. Some possible topics for discussion at subsequent meetings are as follows:

- locating and selecting training stations.
- developing employment opportunities among businesses.
- assisting in development of instructional materials.
- advising on equipment requirements.
- relating instruction to the needs of the community.
- recommending criteria for evaluation of students and courses.
- publicizing the courses.

Minutes

The minutes of the meeting serve as an official record of the activities of the committee and shall be maintained at the local level. Copies of the minutes should be distributed to all members and school officials who have the authority to implement the recommendations of the committee.

The minutes should include the date, time, and location of the meeting, the presiding officer, the members present, dates of future meetings, and time of adjournment. In addition to summarizing the regular business and discussion, the minutes should provide a detailed account of motions, recommendations, and significant points of discussion. A sample is located on the following page.

Sample Minutes

MINUTES

Business Education Advisory Committee

October 7, 19--

The following people were in attendance at the first breakfast meeting held in the Tropicana Room at La Granada on October 7, 19--.

Members:	Marilyn Hodges Joe Howell Amelia Molina Jan Smith Joe Trevino Dan Winn
Ex-officio members:	Sylvia Bulado Leonard Thielen

The meeting was called to order by Jan Smith, BE co-op teacher, temporary chairperson.

Jan Smith introduced the committee members to the committee. Breakfast was served while the members became acquainted with each other.

After breakfast, Sylvia Bulado, business education teacher, gave a brief explanation of all business education courses. The committee reviewed the current courses of study and were provided copies of course outlines for their discussion and examination.

Leonard Thielen, Director of Career and Technology Education, then explained to the committee members the responsibilities and functions of the committee.

Dan Winn was elected chairperson by acclamation. Amelia Molina was elected secretary by acclamation.

It was decided that the next meeting will be held in January. Mr. Winn, Mrs. Smith, and Mrs. Bulado will get together prior to the meeting to discuss the agenda, place, and time of the meeting.

There being no further business, the meeting was adjourned.

Amelia Molina
Advisory Committee Secretary

74

BENEFITS

Major efforts of a properly organized and operating advisory committee generally are and should be focused upon benefiting the student. In addition, the teacher, school, business community, and the committee members themselves will benefit.

Students

The committee will benefit the students by:

- supporting and becoming involved with the student organization.
- enriching and making relevant the course of study.

Teacher

The committee will benefit the teacher by:

- providing information regarding new technology in the field.
- assisting in providing input for purchase of new equipment and software.
- providing guest speakers and arranging field trips for the students enrolled in business education.

School

The committee will benefit the school by:

- assisting in obtaining needed equipment.
- reviewing course content to ensure relevancy.

Business Community

The business community will benefit from the committee by:

- assuring that the course standards are realistic and in line with the current business and office needs.
- being involved in the development of relevant curriculum.

Committee Members

The committee members will benefit by:

- taking a leadership role that directly influences the quality of career and technology education.
- providing a public service which benefits young people, education, and the local community.

PUBLIC RELATIONS

PUBLICIZING BUSINESS EDUCATION

Effectively publicizing the business education program is one of many responsibilities of the teacher. Students, parents, faculty, administration, and the general public should be informed about the program purposes and operations.

School Personnel

It is important to maintain good public relations with school personnel. For the program to succeed, a favorable attitude among administrators, counselors, and faculty needs to be established by keeping everyone informed about the activities.

Administrators

A strong foundation for good public relations should be built with the school administration. Students can be an effective tool in promoting the program to the administration, school district, and community. This foundation, combined with enthusiasm and good job performance, impresses not only the superintendent, but also the principal and school board. By maintaining open channels of communication, the administration can be informed of the business education program, initiatives, and successes.

Counselors

Maintain a cooperative spirit with the guidance personnel in your school. Make an effort to work closely with guidance personnel to gain their support and confidence.

The following suggestions may help a teacher maintain a good working relationship with counselors:

- get to know the counselor;
- provide the counselor with information about your program,
- assist in career day/week for the school;
- provide career information;
- develop a cumulative record and place in each students' folder (interests , aptitudes, etc.) and forward to the counselor;
- inform counselors of student needs;
- ask for suggestions and criticism to improve the overall program, and
- have a career and technology counselor speak to students on the benefits of the program

Faculty

Another vital aspect of the public relations program is enlisting the support of faculty members. Gaining their support requires a continuous, patient, and sincere effort.

The following suggested activities may help to maintain goodwill among faculty:

- Be friendly and sincere with all faculty.
- Recognize accomplishments of other teachers.
- Volunteer for a fair share of extracurricular activities.
- Be tactful and diplomatic.
- Seek to understand, then to be understood
- Engage in professional school activities.
- Publicize only the accomplishments of the course(s), not what is being planned.
- Occasionally ask favors of other teachers, particularly in regard to recommending desirable students for your program.
- Thank teachers for favors, letting them know they made contributions.
- Encourage academic faculty to have students incorporate occupational information in reports, papers, etc., to assist the students in seeing and experiencing relationships (e.g., math and English).
- Be businesslike and thorough in conducting the course(s).
- Consult with other teachers concerning problems.
- Be prompt in making school reports, which should be neat, orderly, and correct.
- Admit when you are wrong without hedging or offering excuses.
- Avoid arguing a point even when correct.
- Never make degrading remarks about general education philosophy, objectives, or methods.
- Remain outside arguments or controversial questions.
- Try to be objective to both sides of any question rather than opinionated or dogmatic.
- Avoid petty gossip or joining in cliques within the faculty.
- Engage in win-win activities

Parents

Maintaining good public relations is important if parents are to become familiar with business education. Encourage parent support by having group conferences, by distributing pamphlets describing the course(s), or by presenting information about various business careers through a local parent-teacher organization meeting. Use parents as resource people when possible. During the first week of school, send a letter home with the students explaining the courses and requirements for the parents to sign.

Group Conferences

Parents are generally curious about what and how their children are being taught. One of the best ways to answer parents' questions about a course or the program is to invite them to a group conference. These conferences allow the parents and teacher to get to know each other better and for parents to be made aware of the aims and objectives of the course. These conferences are neither the time nor the place to discuss individual children, their attributes, or problems. The group conference can be a one-time, get-acquainted meeting, or it can be a regularly scheduled student-centered discussion group.

Individual Conferences

In certain instances, individual conferences with parents are helpful. These conferences usually begin where other contact methods end. The parent brings to the conference an understanding of what the student is like at home, and the teacher brings an insight into the student at school. With those two perspectives in focus, everyone gains--especially the student.

Individual conferences require even more preparation than group conferences, but if they are well planned and tactfully conducted, your work will become easier and more effective. Conferences help both the teacher and parents to understand many problems. The result is cooperative planning for the student, and understanding and respect from the parent for yourself and the school.

Suggestions for a productive individual teacher-parent conference include the following recommendations:

- Make careful preparation by determining goals.
- Ensure privacy.
- Have an informal setting.
- Set a time limit.
- Encourage the parent to talk.
- Listen attentively.
- Encourage everyone to listen first to understand, then to be understood.
- Overlook parents' critical remarks.
- Begin on a positive note.
- Develop an attitude of mutual cooperation.
- Let suggestions come from the parent.
- Build on parents' suggestions.
- Summarize points covered.
- Make plans together.
- End on a note of continuing cooperation.
- Make notes after parent leaves.

Classroom Visitation

Make an effort to encourage parents to visit the school. One visit to your classroom can make a stronger impression, create more understanding, and develop stronger personal relationships than many letters or news reports. When parents arrive, introduce them to pupils and colleagues. Assure them they are welcome by expressing appreciation for their presence. When parents contribute a service, report the fact to the press and newscasters and send letters of appreciation. Such personal recognition provides satisfying rewards which encourage further participation.

General Activities

The following list provides suggestions for improving public relations with parents.

- Invite parents to open house and other special events by sending a letter well in advance of the event.
- Enlist parents' cooperation in specific class projects.
- Send a special invitation to parents of students participating in programs.
- Host a parent-student reception or banquet.
- Supplement regular grade-reporting with individual achievement reports.

- When a student's name is in the school paper, send a copy to the parents.
- Invite parents to speak to the class if they have an appropriate presentation.
- Send special invitations for parents to accompany your class on field trips or visit on days when there will be a scheduled guest speaker.
- Become active in the local parent-teacher organization.
- During a special event, such as National Career and Technology Education Week, present a program on business education to the parent organization.

PUBLIC RELATIONS THROUGH MEDIA

There are several methods of communication you may utilize. The newspaper represents the greatest medium for reaching everyone in the community; however, other media include letters, radio, and television.

Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective material can be cultivated. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public. It takes skill in learning to recognize what is noteworthy and worth publicizing. Enlist a colleague to review any material you prepare. A positive image of the program should be the focus--not pride of authorship.

Newspapers

News is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Sensitize yourself in staying alert for story ideas which will interest a wide variety of readers.

News Story

The news story presents facts to the reader in a concise and simple manner. To write a good news story, use the inverted pyramid style of writing. This three-part pyramid begins with the most important part--the lead--at the top. Following is the middle (or elaboration) and the bottom (or the catch-all).

The lead usually answers all or part of six questions: who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if a story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part. If parts are deleted, the item still makes sense.

In writing news stories, remember two things:

- Names make news; give complete names and always be sure to spell them correctly.
- It is better to include too much than not enough. Let the editor delete.

Building a News Story

Feature Story

A feature story or a featurette (short feature) is an account of something of unusual interest. This is often useful in giving added emphasis or calling attention to an business education course(s) or project.

The feature story usually follows the upright pyramid pattern, which also has three parts. The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The middle is the body of the story, answers questions in the reader's mind, and holds his/her interest. The bottom contains the conclusion to drive home the main point of the story.

Developing a Feature Story

The following are two types of feature possibilities:

Personality sketch. This usually concerns achievement. It can describe the subject's personality and show how the individual achieved success. The sketch can also relay ideas that might help a reader solve problems. It centers on one person whom the teacher or student interviews.

Personal experience story. Uniqueness will attract the reader to this type of story. It may involve a student's or teacher's experience and may be told in first or third person. The article could be about an unusual or interesting field trip or a different activity done in class.

Copy

Some points to keep in mind when preparing articles include the following:

- Identify the topic or title at the top left-hand corner of the page.
- Leave space for the editor to write a headline.
- Put the contact person's name and telephone number on the first page.

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NEWS RELEASE
BUSINESS EDUCATION

Release date: For immediate release
Contact:
Address:
Phone:
Date:

Tour Taken by Business Education Students

- Always give exact date in a news release: June 10 rather than next Thursday or tomorrow. Specify October, not next month. Double-check date and day of week on calendar.
- Be sure to double- or triple-space all copy submitted.
- List the address as well as the name of the meeting place.
- Use easy-to-understand words.
- Use figures for numbers above nine, hours of the day, days of the month (omit d, th, st), dimensions, and ages.
- Spell out numbers at beginning of a sentence or change construction of sentence to avoid using a number as the first word in a sentence.
- Give first names and middle initials of persons the first time they appear in article.
- Do not fold copy.
- Write "more" at the bottom of each page except the last one. Place the number "30" at end of each article.

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Pictures

Clear black-and-white glossy prints are required for most publications. These may be any size, but 5" X 7" or 8" X 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Be sure to identify every picture submitted. It is best to write information on a separate sheet of paper and carefully tape this to the back edge of the picture. If writing on the back of the picture, pencil very lightly because heavy marks will ruin the image. If you must send a photo through the mail, include a heavy piece of cardboard to prevent bending. Identify every person shown, being careful to indicate the order in which the names are written usually going from left to right, front row first, etc. Include the activity and the name of the organization involved, and the name and address of the person submitting the picture. Never staple, glue, or tape a picture to a sheet of paper. Note at the top of any accompanying story that a picture is included.

Most newspapers will return photos if you call for them in person.

News Release Clearance

Clear all news releases through proper channels. Each school or district will have different rules on who must approve a story before it is released. In some cases, only the teacher is responsible; in other instances, the school administration. In any case, be certain of the rules and procedures and carefully observe them.

Letters

Public relations sometimes also needs a more personal touch than a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed when possible. Form letters with the recipients' names typed in are not much help in public relations.

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. Initially, determine the purpose of the letter, how the recipient might respond to it, and who should write the letter. A formal or informal tone must be decided. The following are suggested ways to use letters:

- thank you letters to guest speakers;
- thank you letters to newspapers or radio and television stations who have given you publicity;
- appreciation letters to those who have sponsored field trips,
- information letters, explaining purposes of business education course(s) to parents, business people, and the community;
- letters of congratulations written to commend those who have been recognized for achievement; and/or
- recruitment letters to community organizations requesting their help

Broadcast Media

The broadcast industry gives millions of dollars every year for public service. Radio and television stations are limited to the hours they are licensed by the Federal Communications Commission to be on the air.

Make a sincere attempt to study local programming before making first station contacts. Do not forget educational television channels that may operate in the area.

Types of shows. A few possibilities that may be available to you are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain the scope of your occupational training. This would aid you immeasurably in sustaining community support while attracting students to the program.

Promptness. Meeting deadlines and being on time for live or taped shows are important. Arrive well in advance of time set by the station. Choose participants who have pleasant voices and are not nervous. Practice in front of an audience who can critique the performance.

Writing releases. The basic rules for newspaper copy apply to radio and television. Be accurate, concise, factual, and neat. Submit on 8 1/2" X 11" plain paper, typed double-spaced. "If You Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, DC., is a good source for television and radio publicity.

COMMUNITY RESOURCES

Utilizing available community resources which include people, businesses, and interesting places is an excellent way to expand classroom instruction.

While some persons are listed in a directory of community resources, others may be available on a limited basis according to personal choices.

For the teacher who has difficulty identifying possible resources, the following suggestions are listed:

_ yellow pages of the telephone directory
_ Chamber of Commerce
_ government, civic, and professional organizations
_ school administrators
_ school board members
_ parents
_ teachers
_ students
_ district-wide and/or Business Education Advisory Committee

After resource persons are located, their utilization should be analyzed. One way is to match the resource person with the curriculum. Next, prepare the resource person for their participation by letting them know what is expected and the how classroom is set up. This will put them at ease and help them to do a better job. It helps to prepare a checklist to supply resource persons with information needed to increase their effectiveness. Try to convey this information in person. Keep an active file showing how you effectively utilize community resources.

STUDENT RECRUITMENT

Informing Students About Business Education

Develop a plan to inform students about business education courses including the following information: advantages of the course; competencies gained from course; how to enroll in the course; and where to go for information about the course.

The following are suggestions to aid in getting information to the students:

- newspaper articles explaining the business education program
- radio and/or television interviews or spot announcements about open house for students and teachers during the year
- an assembly program for all students
- letters to students (survey might have been taken the previous year to determine student interest)
- information speech to civic and/or student organizations for recognition by community

- have current students visit other business education classrooms and describe the merits of the classes in which they are enrolled
- have students explain the advantages of membership and possible activities for Business Professionals of America and Future Business Leaders of America.

Ongoing Business Education Courses

Recruiting current business education students for future courses should be an on-going activity. Several effective means of communication during the year include the following:

- assembly programs (teacher, students, former students, films, slides, skits),
- homeroom talks (teacher, students),
- career day involving total school,
- students already enrolled in course(s) talking to other students and friends,
- faculty informing counselors and other teachers of the courses,
- posters, signs, and brochures,
- bulletin board displays, and
- school newspapers.

Conclusion

Public relations is a must for a successful business education program. Planning a media communication schedule will help the teacher target important dates. Many possibilities exist and one has to plan the most effective use of them. A special effort should be made at the beginning of the year to get to know individuals in the various media who will help promote business education.

STUDENT ORGANIZATIONS

CAREER AND TECHNOLOGY EDUCATION STUDENT ORGANIZATIONS FOR BUSINESS EDUCATION

The goals of business education courses are broader than just preparing the student for an occupation. In addition to learning how to earn a living, students need to learn how to live satisfying, meaningful lives. This can be provided through participation in Business Professionals of America or Future Business Leaders of America which provide opportunities for students to develop leadership abilities and citizenship by:

- contributing to the student's sense of accomplishment and pride,
- providing students an opportunity to learn to work together,
- giving students an opportunity to learn from the teacher on an individual basis,
- providing examples which help students to develop their own moral and ethical, standards, and
- learning to carry through on their own ideas and plans and accepting responsibilities.

Both organizations are voluntary associations for students enrolled in business education. They are designed as a co-curricular activity and are an integral part of the business education curriculum. The organizations develops strong leadership abilities, interest in the free enterprise system, and competency in business education. Through involvement, countless students are making career decisions and setting life goals from the values they gain through the Career and Technology Education student organization (VSO).

In Chapter 75.1024, Title 19, Pt. II of the Texas Administrative Code, it is stated that "A school district may use federal career and technology education funds to provide opportunities for student participation in local chapters of approved student leadership organizations related to each career and technology education program being conducted."

Business Professionals of America

The Associate and Secondary Divisions of Business Professionals of America, Texas Association, are composed of members enrolled in business education at the secondary level. In addition to the student members, Business Professionals of America has membership status for professional members: educators, advisors, administrators, business representatives, and other persons interested in supporting the organization.

The national organization has approximately 50,000 members in the secondary and associate divisions of Business Professionals of America. Texas has the largest membership in the national organization with approximately 11,000 secondary and associate members. Texas has a new definition for student members. *Any student interested in education for business can be a member of Business Professionals*. This definition includes all students, whether currently enrolled in business education or not. This rule addresses the new definition of a Career and Technology student, tech prep, applied and/or integrated academics, coherent sequencing, and career pathways. In addition, Texas recognizes national guidelines that state any teacher or teacher/coordinator of a business education program may serve as an advisor of his/her chapter. This statement reflects the merger and a business education teacher may be an advisor whether or not he/she is teaching a weighted funded course.

An active Business Professionals of America chapter is an involved chapter. The Special Recognition Programs provide opportunities for individual and chapter recognition on a non-competitive basis. Members have a sense of accomplishment and are given an opportunity to help themselves and their community by participating in these programs. Students can gain recognition in 15 programs. These programs entail working to reach goals in civic, financial, service, social, and professional activities.

Business Professionals of America helps students develop self-respect and self-confidence through an extensive competitive events program. Students start competing first at the local and regional level. Top state contestants then proceed to the national level for competition held during the National Leadership Conference. Over 6,500 students compete at the state and national levels. Through the competitive events program, students are recognized for the business and personal skills they have acquired.

The competitive events program is an integral part of Business Professionals of America. The program was developed to provide students the opportunity to demonstrate occupational competencies, develop and demonstrate knowledge, skills, and attitudes, develop and demonstrate leadership and human relations skills, develop and demonstrate a good competitive spirit and to receive recognition. All competitive events are competency-based and fit into the SCANS competencies.

A new chapter of Business Professionals of America may be chartered by sending a copy of the organizational minutes and local constitution to Business Professionals of America, P. O. Box 13365, Austin, TX 78711 and pay state and national dues by the state deadline. Business Professionals of America provides the tools necessary for motivating students. Business education teachers and Business Professionals of America are preparing knowledgeable, skilled young people who are *"Today's students. Tomorrow's business professionals."*

Future Business Leaders of America

Future Business Leaders of America is an educational association of student members preparing for careers in business. The association has three divisions: FBLA for high school students, PBL for postsecondary students and a Professional Division. FBLA has 208,000 active members in over 5,000 chartered chapters in fifty states.

Texas State FBLA, as well as the district and local chapters, is open for membership to these classes of students:

- Active members shall be secondary students who become members while enrolled in business education classes, who accept the purpose of FBLA, subscribe to its creed, demonstrate willingness to contribute to good school-community relations, and possess qualities for employment
- Professional members shall be persons associated with or participating in the professional development of FBLA

Competitive events at the State Leadership Conference illustrate the range of activities and focus for Texas Future Business Leaders of America. The winners advance to the national level of competition held during the National Leadership Conference.

A new chapter of FBLA may be chartered by sending a copy of the organizational minutes and local constitution to Betty Scott, State Chairman, 200 Briarwood Lane, Aledo, TX 76008, and pay the state and national dues plus a chartering fee of $20.

MOTIVATING STUDENTS TO PARTICIPATE

Many students do not voluntarily pursue membership in Career and Technology Education student organizations and by law cannot be required to join. As a teacher, it will be your responsibility to make students aware of and to encourage participation in a Career and Technology Education student organization. There are several ways to make them aware of the program and to motivate them to participate. Some of them are:

- involve them in activities that will bring obvious and immediate rewards;
- spend time in class describing the functions and activities of the organization;
- inform the parents of the purposes and value of the organization;
- convey a positive attitude toward the organization and use students that project a positive attitude and interest in the organization to motivate the students; and
- Integrate the activities and principles of the organization into the classroom experiences.

Leadership

The advisor of Business Professionals of America or FBLA student organizations should keep in mind at all times their role is to provide advice and assistance only. Students need opportunities to function in leadership roles and actively participate at all levels. The students should be encouraged to run for and to hold offices in the organization. The chapter should maintain a full slate of officers and work through student committees to plan school and community activities. The procedures for conducting meetings provided in the Leadership Handbook should be followed so that students will have the learning opportunity of self-government through actual practice.

Encourage participation in such activities and competitions as the following:

school-community projects
civic organization projects
student recognition ceremonies
entertainment for the elderly
public relations
assistance in training center for youth and adults with disabilities
competitive events
school beautification projects
school bulletin boards
school and community improvement projects
school stores
lunchroom cleanup projects
open-house tea for faculty, administration, and parents
anti-litter campaigns
walk-a-thons
bike-a-thons
christmas parade

Many of these projects bring about instant recognition and continued reinforcement to participants.

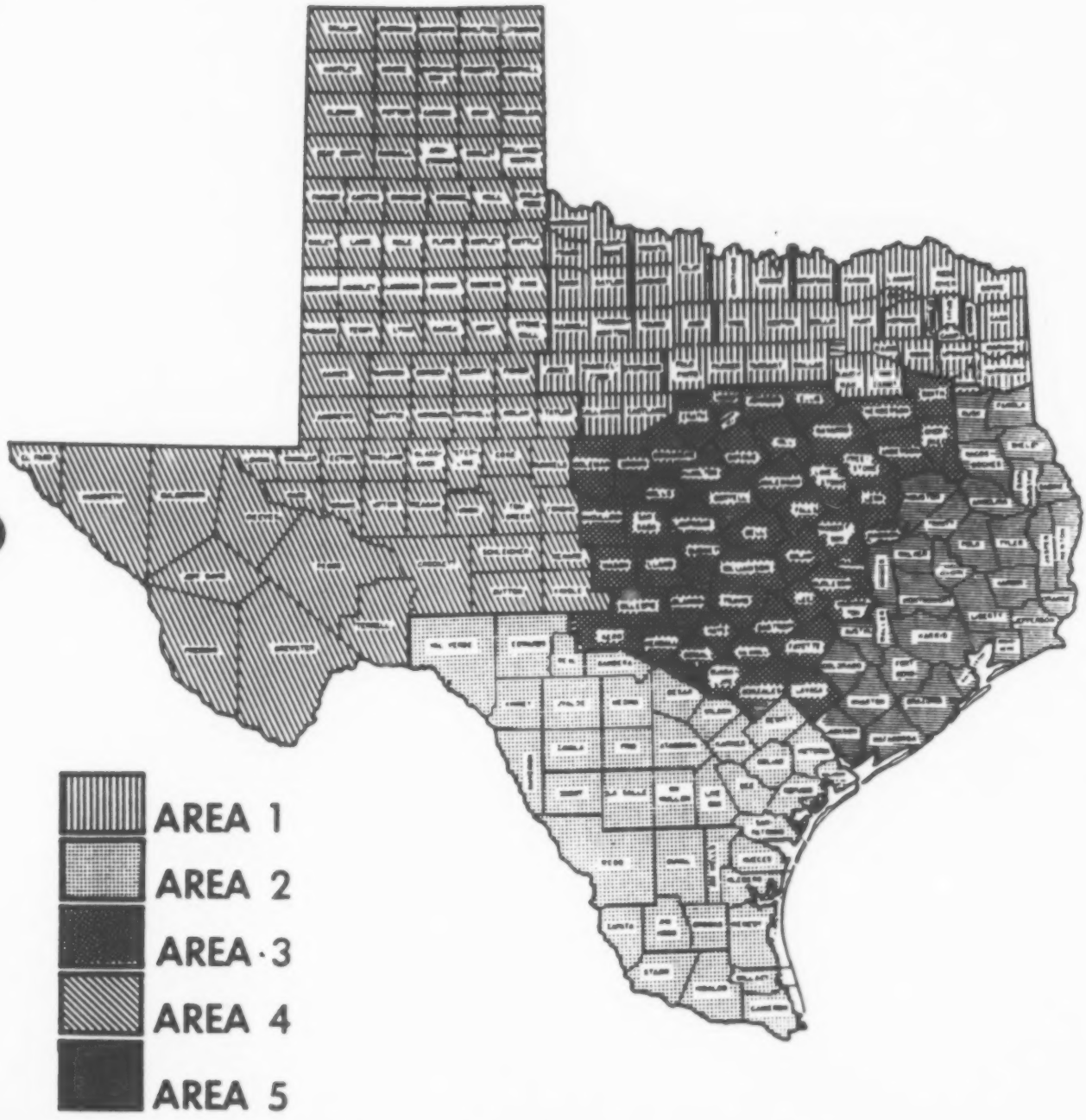
Competitive events provide opportunities for students to increase skills that are valuable in the job market, and they should be encouraged to participate and be rewarded by some form of recognition.

Rewarding Student Achievement

Students should be rewarded and motivated by recognition of their efforts and achievements in a VSO. Recognize outstanding chapter members, students who have shown improvement, and achievements in particular skills.

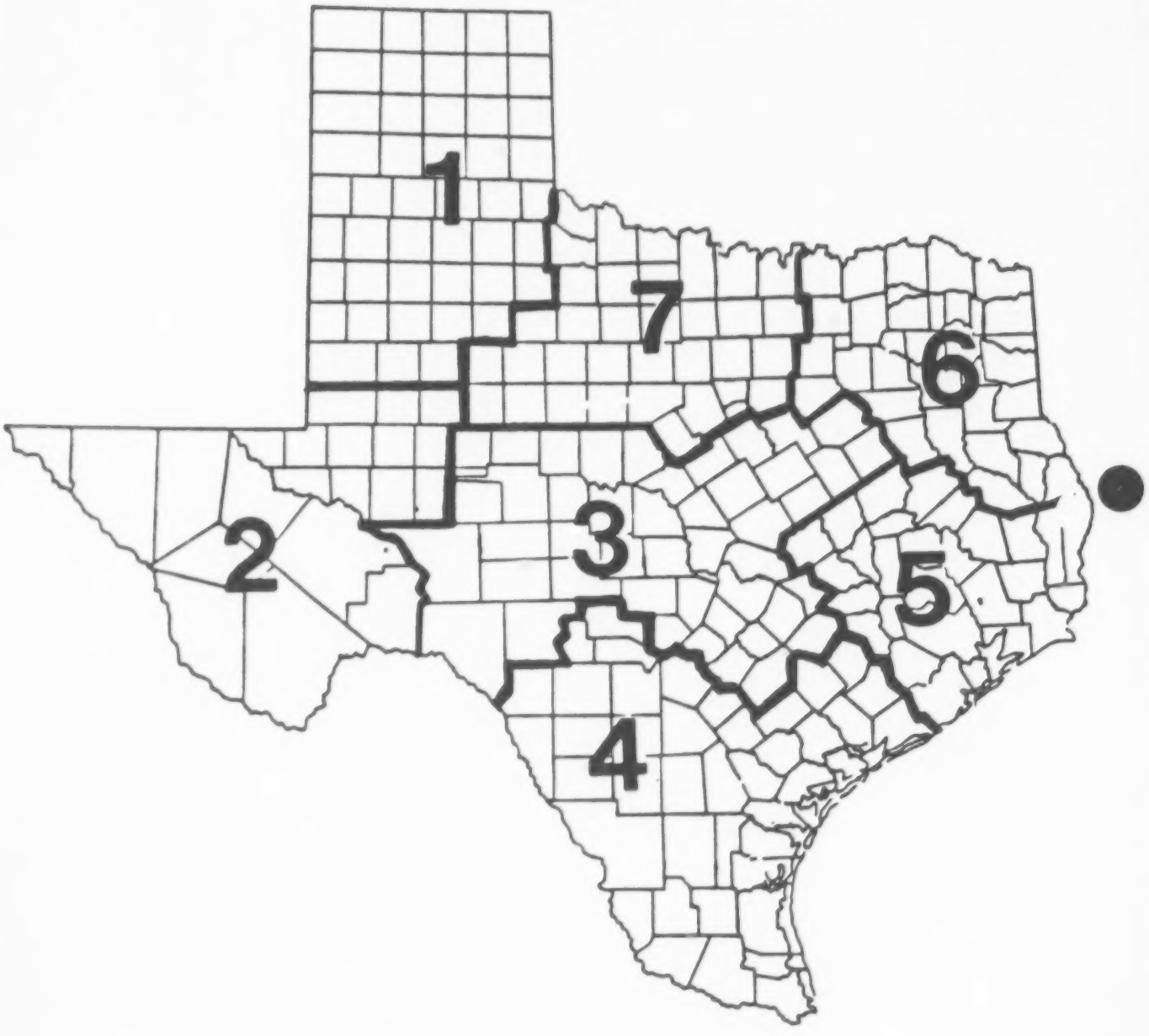
Awards and certificates may be purchased through the official supplier of Business Professionals of America or Future Business Leaders of America.

Business Professionals of America
Administrative Areas

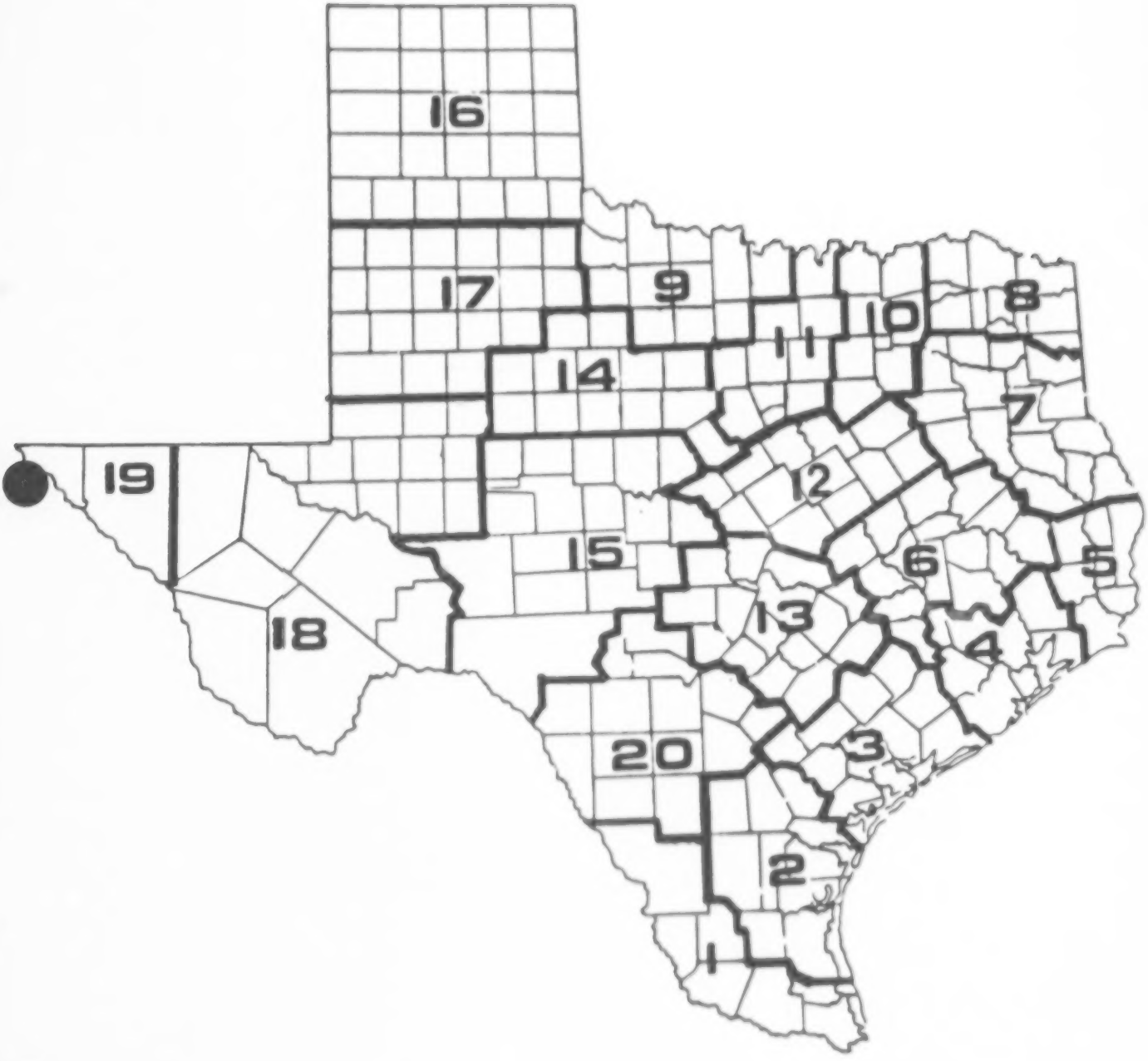


BEST COPY AVAILABLE

Map showing the seven areas of Texas FBLA.



Map showing the twenty districts of Texas FBLA.



FUNDING

CAREER AND TECHNOLOGY EDUCATION ALLOTMENT

NOTE: At printing date of this publication, the Funding Division of the Texas Education Agency and the Legislative Budget Board are continuing to interpret the laws passed in the recent legislative session, and to develop impact statements regarding all funding issues. Information regarding changes is not available at this time.

State funds for career and technology education will be distributed to school districts on the basis of the number of contact hours generated by eligible students enrolled in career and technology education during the entire school year. Contact hours may not be reported unless the course has been approved in the SAS-309 by the Texas Education Agency.

Summary of Finances received each year from the Division of State Funding will reflect the state Career and Technology Education allotment for each LEA. Except for funds used for state indirect costs, funds must be spent on authorized career and technology education programs, services and activities. Any unexpected balance of the state funds may be returned to TEA or carried over to the next year, but if retained on the LEA, the funds must be expended on career and technology education during the current school year.

CAREER AND TECHNOLOGY EDUCATION CONTACT HOURS FOR STATE FUNDING

Eligible students who enroll in career and technology courses that are approved in the district's SAS-309 application will be coded in the pupil attendance accounting system as either a V1, V2, V3, V4, V5, or V6. The Career and Technology Education code will equal the total number of hours of instruction per day (i.e., 1, 2, 3, etc.) for approved career and technology courses in which the student is enrolled. A student enrolled in a 1/2 credit course (semester course) will receive one contact hour per day for attendance accounting purposes. Students may simultaneously enroll in as many career and technology courses as scheduling permits, but for funding purposes, students may receive no more than six contact hours per day. A student is not eligible to receive any career and technology contact hours for participating in a class for less than the full time the class is scheduled (i. e., one hour in a two-hour pre-employment laboratory).

No Career and Technology Education contact hours may be reported for grades 7-8 except for approved CTED programs. Students are not eligible for career and technology contact hours while placed in special education instructional arrangements which take them out of the career and technology class (i. e., homebound, hospital, etc.). In order to be eligible for contact hours in CTED or IVE course, the ARD committee shall determine that services available through regular Career and Technology Education are insufficient for the student to make satisfactory progress and shall ensure that the specialized services the student needs can only be provided in the CTED of IVE classroom. Special education instructional arrangement, Career and Technology Education adjustment class (VAC), is not a career and technology program and is not eligible for state or federal career and technology funding.

Introductory Industrial Technology I and II and Career Investigation courses may not be reported for state career and technology contact hours nor may state career and technology funds be expended on these courses.

For cooperative education classes, each student must be employed part-time at a training station approved for that career and technology program. A student may be counted as an eligible student for contact hours from the date of enrollment provided the student is employed part-time at an approved training station within 10 days of enrollment and provided a training plan is on file in the district within fifteen (15) days after the date of employment. To receive three (3) credits, a student must be employed at least fifteen (15) hours per week, ten (10) of which must be during the school week. For two (2) credits, the student must be employed 10 hours per week. ALL STUDENTS MUST ATTEND ONE PERIOD DAILY OF RELATED CLASSROOM INSTRUCTION. A student who is not employed by the 11th day of enrollment may not be counted as an eligible student for career and technology funding and must be withdrawn from the cooperative program.

For contracted career and technology instruction, contact hours for students attending career and technology education classes pursuant to a contract agreement shall be reported by the district in which the student is regularly enrolled (sending school) rather than the school providing the instruction (receiving school). In order for the sending school to report the contact hours, the course the student is attending must be listed and approved in the sending district's application SAS-309.

LOCAL INSTRUCTIONAL ADMINISTRATION

Up to five percent of the total federal allocation may be budgeted for costs of local instructional administration of career and technology education programs, services and activities, but reimbursement for instructional administration, which includes federal indirect cost, will be limited to 5% of actual expenditures.

Federal Indirect Costs

A district's approved restricted indirect cost rate on file with the Texas Education Agency may be applied to federal expenditures for object codes 61XX-64XX. Indirect cost must be taken from the district's allocation and is not in addition to the approved allocation. Fiscal agents may not collect indirect costs on flow-through funds. Administrative costs, which include indirect costs, cannot exceed 5% of the federal allocation. Applicants are not required to apply for indirect costs.

Construction and Remodeling

Federal funds may not be used for construction or remodeling of facilities.

Purchase - When federal career and technology funds are to be used, wholly or on part, to purchase equipment with an item cost of $5,000 or more, it is necessary to obtain prior approval from the Texas Education Agency. The applicant shall complete Schedule #3G when submitting the initial application (SAS-309) or submit an amendment Schedule #1, Schedule #3, Schedule #3A and Schedule #3G when amending the application. Districts that capitalize and purchase state-of-the-art equipment with an item cost of less than $5,000 do not need prior approval, but the equipment must be used to develop new or improve existing programs including Tech-Prep. It must not be used to replace existing equipment. Equipment will not be approved unless it is for targeted campuses or programs that serve the highest concentrations of individuals who are members of special populations.

Equipment purchased totally with federal funds may not be used for instructional purposes other than Career and Technology Education if:

1. The acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed Career and Technology Education and applied technology education project or activity.

2. The equipment is used after regular school hours or on weekends.

3. Such other use:

   Is incidental to the use of that equipment; and

   Does not interfere with the use of that equipment for career and technology education purposes; and

   Does not add to the cost of using that equipment.

When no longer needed for the career and technology program for which it was purchased, the district shall use the equipment, if needed, in the following order:

1. Other career and technology education programs.

2. Projects currently or previously sponsored by the U.S. Department of Education.

3. Projects currently or previously sponsored by other federal agencies. If equipment is traded in for other career and technology education equipment, rather than sold, the proceeds from the trade in shall be applied to the purchase of the new/refurbished equipment.

Management

Procedures for managing equipment whether acquired in whole or in part with federal funds, as a minimum, meet the following requirements.

1. Property records must be maintained that include a description of the property, a serial number of other identification numbers, the source of property, who holds title, the acquisition date, and cost of the property, the location, use and condition of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

4. Adequate maintenance procedures must be developed to keep the property in good condition.

5. If the applicant is authorized or required to sell the property, proper sales procedures must be established to insure the highest possible return.

Disposition - If equipment can no longer be used in accordance with these guidelines, it shall be disposed of as follows:

1. Items of equipment with a current per item fair market value of less than $5,000 may be retained, sold, or otherwise disposed of with no further obligation to the Texas Education Agency with the inventory adjusted appropriately.

2. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold. The Texas Education Agency shall be refunded an amount calculated by multiplying the current market value or proceeds from sale by the Texas Education Agency's share of the equipment.

Accounting procedures for equipment are found in the Texas Education Agency Financial Accounting Manual, Bulletin 679, Procedure No. ACT-305.

Travel

The district determines how the federal funds are disbursed. They may be used to support travel for:

(1) in-service training and workshops;

(2) Career and Technology Education and academic teachers who are providing instructions to students who are members of special populations and enrolled in career and technology education programs, including Tech-Prep, when the in-service training or integration is related.

Federal funds also may be used to support travel for staff accompanying students attending Career and Technology Education youth leadership activities above the local district level.

Effective September 1, 1997 an LEA may reimburse an employee who travels within the State of Texas with an overnight stay away from designated headquarters for actual meals and lodging expenses. The reimbursement for lodging expenses may not exceed $70 per day. The tax charged on lodging does not have to be considered a part of the lodging cost and may be reimbursed as an incidental expense. An official lodging receipt must be attached to the travel voucher. Meal receipts are not required, but reimbursement is limited to actual expenses, not to exceed $25 per day. Reimbursement on the quarterly system (six hours per quarter) is no longer authorized.

Partial per diem is allowable without an overnight stay away from the designated headquarters for actual meal expenses if the employee is away from designated headquarters for at least six consecutive hours. Designated headquarters is defined as the area within the LEA's school district boundaries.

When two or more employees share lodging, the LEA shall reimburse each employee for their share of the actual lodging expense not to exceed the maximum lodging rate.

These guidelines apply to reimbursement for travel with federal career and technology education funds. Travel paid from federal career and technology education funds must meet the guidelines for eligibility, in that it must meet the basic grant criteria. An LEA may establish and reimburse the traveler at a higher rate than the state rate providing the additional cost is paid with local funds. If an LEA adopts lower rates than the state rate, the lower rate must be used.

TEXAS WORKFORCE COMMISSION

92100

TEXAS WORKFORCE COMMISSION INFORMATION

Texas Workforce Commission

During the 74th Texas Legislature, H.B. 1863 was enacted which consolidated 28 employment and training related programs into the Texas Workforce Commission. In addition, this legislation established local Workforce Development Boards as the contract authority for funds associated with the Job Training Partnership Act, JOBS, Food Stamp Employment and Training Program and Child Care. The Boards also assumed the planning authority for Employment Services funds delivered by local staff of the Texas Workforce Commission.

If the local elected officials chose to create Workforce Development Boards, these Boards were designated to assume the duties assigned to the Job Service Employer Committees, Private Industry Councils, and the Quality Workforce Planning Committee. The Boards are required to establish career centers within 180 days of certification of the Board by the Governor.

The centers, which are known as Texas Workforce Centers are required to offer the following services:

- **Labor market information**, including the skills of the area workforce, available job openings, and the education, training, and employment opportunities in the local area, in the state, and as feasible, in the nation;
- **Common intake and eligibility** determination for all workforce development programs and services;
- **Independent assessment** of individual needs and the development of an individual service strategy;
- Centralized and continuous **case management and counseling**.
- Individual **referral for services** including basic education, classroom skills training, on-the-job training, and customized training, and;
- **Supportive services**, including child care, loans, and other forms of financial assistance required to participate in and complete training;
- **Employer services**, including assistance with recruiting and screening job applicants, timely and accurate labor market information for identifying pools of skilled labor and information and assistance concerning specialized training programs such as Smart Jobs and Skill Development Fund.

Texas Workforce Centers bring together in a single location the following programs in an integrated fashion designed to make federal and state regulations invisible to the customer.

Unemployment Insurance
Employment Services
Trade Adjustment Act
Food Stamp Employment & Training*
Adult Education*
Postsecondary Customized Training*
Job Training Partnership Act
Veterans Employment and Training
Senior Community Service Employment
JOBS (employment for AFDC recipients)*
Literacy*
School-to-Work*

Using technology, Texas Workforce Centers seek to offer information and services through customer-friendly techniques and in open environments designed to similar to public libraries. Information is the currency of this new delivery system and it can be found through public access bulletin boards, kiosks, and voice-response telephone technology.

*Integrated during the second year of operation.

If there are any questions regarding the Workforce Development Boards and the Texas Workforce Centers, please call the contact person identified on the One-Stop Centers list or Barbara Cigainero, Director of One-Stop Systems at the Texas Workforce Commission at (512) 463-7750.

TEXAS WORKFORCE CENTERS

DEPARTMENT OF LABOR/ONE-STOP CAREER CENTERS
Listed by Workforce Development Area) [*Unfunded Areas]

WDA	City/Telephone Number	Site Manager
#1 Panhandle*	Amarillo	
#2 South Plains	Levelland/(806)894-5005	Luis Perez
	Plainview/(806)293-4397	Alton Painter
	Lubbock/(806)765-5038	Robbye Hendryx
#3 North Texas*	Wichita Falls/800-735-2989	Mona Statser
#4 North Central Texas	Denton/817-382-6712	Gerald Base
#5 Fort Worth/ Tarrant County	Arlington/817-459-1991	Carmen Courtney
	Fort Worth/817-531-5670	Sheryl Kenny
	Fort Worth/817-871-5500	Jane Creek
	Fort Worth/817-871-5300	Eugene Merritt
	Bedford/817-545-1809	Pat DeWitt
	Fort Worth/817-740-2000	David Lozano
	Fort Worth/817-335-5111	David Robinette
#6 Dallas/Dallas County	Dallas-Kessler Hills/214-330-5183	Jesse Rhone
	Mesquite/972-329-1948	Charlen Volpert
	Grand Prairie/972-264-5881	Mark Kerssemakers
	Garland/972-276-8361	William Cross
#7 North East Texas	Texarkana/903-794-4163	John Brazelton
	Mt. Pleasant/903-572-9841	Bryan Campbell
	Sulphur Springs/903-885-7556	Charles Lescallett
	Paris/903-794-4356	Ray Banks

#8 East Texas	Longview/903-758-1783	Shirley Heath
	Marshall/903-935-7814	Randy Fowler
	Tyler/903-595-4381	Michael D. Walker
	Palestine/903-729-0178	Brenda Williams
#9 West Central Texas	Abilene/915-672-5633	Cheryl Halliburton
#10 Upper Rio Grande	El Paso/915-772-5627	Johnnie McDowell
#11 Permian Basin	Odessa/915-332-6451	Pat Hanson
	Midland/915-687-3003	W. C. Wilson
#12 Concho Valley*	San Angelo	
#13 Heart of Texas	Waco/917-794-5421	Robert Peak
#14 Austin/Travis County	Austin/512-440-9210	Dianne Casey
#15 Rural Capital Area	Kyle/512-268-2719	Mary Helen Martinez
	Lockhart/512-398-3491	Joanne Robertson
	San Marcos/512-335-7368	George House
	Bastrop/512-303-3916	Montie May
	Round Rock/512-244-2207	Diane Summers
#16 Brazos Valley	Bryan/800-386-7200	Dale Hawn
#17 Deep East Texas	Nacogdoches/409-560-1441	Barbara Twohig
	Lufkin/409-639-1351	Raymond Fore
	Jasper/409-384-5704	Mark Durand
	Livingston/409-327-5421	Sue Miller
	Center/409-598-2468	Rochelle McClelland
#18 South East Texas*	Port Arthur	
#19 Golden Crescent	Victoria/512-573-0034	Donna Bently
#20 Alamo Area	San Antonio/210-921-4860	Cathy Valdez
#21 South Texas	Laredo/210-712-4041	Alfredo Guttierrez
	Rio Grande City/210-487-5617	Cynthia Montalvo
#22 Corpus Christi/Rural Coastal Bend	Corpus Christi/512-889-5300	Mary Sabillo
	Corpus Christi/512-882-7491	Rosie Rangel
	Beeville/512-358-8941	Bob McKinney
	Alice/512-668-0167	E. C. "Bubba" Cude
#23 Hildalgo/Willacy*		
#24 Cameron County	Brownsville/210-504-3594	Nelda Torres-Najera
	Harlingen/210-412-4485	George Hempe
#25 Texoma	Sherman/903-813-3551	Carol Buford
	Bonham/903-640-0222	Carol Buford

#26 Central Texas	Killeen/817-526-4448	Lewis Boren
	Temple/817-771-2555	Vicki Mati
#27 Middle Rio Grande	Del Rio/210-774-4741	Oralia Saldua
	Carrizo Springs/210-876-3533	Santos Camarillo
#28 Gulf Coast	Lake Jackson/409-297-6400	Beth Jorneay
	Pasadena/713-944-8310	Meta Walters
	Conroe/409-441-0037	Ginger Rodgers
	Rosenburg/713-344-0279	Kingsley Miller
	Bay City/409-245-4808	Gay Kiker
	Greenspoint/281-872-7878	Priscilla Smith
	Liberty/409-336-3166	Ed Henk
	Huntsville/409-291-3336	Robert Eakins

The All Services status includes, at a minimum, Career and Technology Education assessment, program eligibility determination on Department of Labor (DOL) employment & training programs, labor market information, counseling and case management (as appropriate), information on child care services and referral to other social services. The DOL programs represented include Unemployment Insurance, Employment Services, Job Training Partnership Act, Trade Act Assistance, Veterans Employment & Training, and Older Worker Employment Program.

COURSE EVALUATION

BUSINESS EDUCATION PROGRAM EVALUATION

The Texas Administrative Code, Title 19, Part II, Chapter 75.1025 indicates that career and technology course(s) shall be evaluated each year as a part of the school district and campus five-year plan. Each district and consortium shall annually evaluate the size, quality, and effectiveness of the career and technology education programs. Those career and technology programs with course(s) designed to prepare students for gainful employment must be evaluated to determine the extent to which instruction meets a certain criteria; e.g., suited to student needs, application of basic skills, cost effectiveness, and effective student placement

These evaluations are retained with district administration as directed.

BUSINESS EDUCATION EVALUATION

General Information

_____
School District

_____
Name of School (Campus)

_____
Address

_____
Telephone County County and School District No.

_____
Name of Superintendent

_____
Name of Career and Technology Education Director Name of Principal

The statements below relate to the quality of the business education courses. Following each statement is a series of numerals representing a scale which indicates the quality of the courses as it relates to the statement. The level of quality is represented by the numerals 4 3 2 1 0. The quality represented by each numeral is as follows: 4 excellent, 3 satisfactory, 2 some improvement needed, 1 major improvement needed, and 0 for non applicable.

Section I

Professionalism

1.	The accuracy of the information in reports may be substantiated by written records maintained in the business education department.	4 3 2 1 0
2.	The departmental staff meets periodically to review the courses to determine methods of improvement.	4 3 2 1 0
3.	The teaching staff regularly attends in-service training meetings.	4 3 2 1 0
4.	The teaching load and other school duties are within course policies.	4 3 2 1 0
5.	The teaching staff is provided with the opportunity of attending professional meetings.	4 3 2 1 0
6.	The teaching staff participates in professional improvement education workshops sponsored by the Texas Education Agency during the summer months to acquire new and improve existing skills.	4 3 2 1 0
7.	Business education facilities are kept clean, neat, and in an orderly fashion.	4 3 2 1 0

Recommendations and/or Comments:

Section II

Course Goals and Objectives
(All Courses)

1.	Clearly written course goals and objectives, considering the needs and interests of students, have been developed	4 3 2 1 0
2.	Course goals and objectives are reviewed periodically by teaching staff, administrators, and local advisory committee, and revisions are made as needed	4 3 2 1 0
3.	Student performance objectives are considered in the development of course goals and objectives	4 3 2 1 0
4.	Course goals reflect the philosophy of the course(s) held by the local education agency	4 3 2 1 0
5.	Written instructional objectives have been developed, and they contain a description of standards or level of performance required of students	4 3 2 1 0
6.	Written goals for the teaching and reinforcement of basic skills are provided	4 3 2 1 0
7.	Instructional objectives are discussed and presented to students at the beginning of the school year	4 3 2 1 0
8.	Adequate provisions are made for educating special needs students which include handicapped, disadvantaged, limited English speaking, and the elimination of sex bias	4 3 2 1 0
9.	Student selection is based on interest and aptitude for entering an office occupation	4 3 2 1 0
10.	Follow-up data are available and on file on students completing course(s)	4 3 2 1 0

Recommendations and/or Comments:

Section III

Curriculum and Instruction
(All Course(s))

1.	Current basic curriculum guides are followed in each of the courses offered by the department.	4 3 2 1 0
2.	Current guidelines were used in developing the annual teaching plan.	4 3 2 1 0
3.	Lesson plans are prepared for all courses offered by the department in conformity with the school policy.	4 3 2 1 0
4.	Completion of occupationally specific courses provides the student with the skills required for entry level employment.	4 3 2 1 0
5.	A variety of instructional materials are available and are utilized.	4 3 2 1 0
6.	Teachers use a variety of teaching methods.	4 3 2 1 0
7.	Standards for measuring level of performance have been identified and are consistent with instructional objectives and school policy.	4 3 2 1 0

Recommendations and/or Comments:

Section IV

Local Advisory Committee
(All Course(s))

1.	Guidelines, policies, and procedures have been established for the operation and maintenance of a local advisory committee.	4 3 2 1 0
2.	The advisory committee is composed of people representing occupational areas related to the business education courses, and includes representatives of management, labor, education, and the general public.	4 3 2 1 0
3.	Advisory committee meetings are held on a regularly scheduled basis.	4 3 2 1 0
4.	Minutes of each advisory committee meeting are prepared and distributed to members and school administration.	4 3 2 1 0
5.	Suggestions for course(s) improvements are solicited from committee members.	4 3 2 1 0
6.	Advisory committee recommendations are reviewed by school administration and business education teachers and appropriate action is taken.	4 3 2 1 0

Recommendations and/or Comments:

Section V

Career and Technology Education Student Organization

1.	Goals and objectives of the student organization have been prepared with the assistance of chapter members.	4 3 2 1 0
2.	The school administration and staff are made aware of student organization goals and objectives.	4 3 2 1 0
3.	The chapter program of work was prepared by a committee(s) of chapter members.	4 3 2 1 0
4.	Chapter officers are elected based upon interest and qualifications of the members seeking office.	4 3 2 1 0
5.	A description of each chapter officer's role and responsibilities has been discussed with the officer.	4 3 2 1 0
6.	Using established bookkeeping procedures, an accurate record of all chapter financial transactions are kept and maintained within chapter guidelines.	4 3 2 1 0
7.	The chapter reporter, members, and teacher(s) prepare publicity for the media and maintain a chapter scrapbook.	4 3 2 1 0
8.	The chapter sponsors activities to acquaint members with office careers and occupations.	4 3 2 1 0
9.	All members were given basic instruction in all leadership areas and the opportunity to participate in organized competitive events.	4 3 2 1 0
10.	Chapter members were given instructions necessary to compete for area, state, and national offices.	4 3 2 1 0
11.	Chapter representatives attended the last Area Conference.	4 3 2 1 0
12.	Chapter representatives attended the last State Conference.	4 3 2 1 0
13.	Special activities were planned and conducted by Chapter during National Career and Technology Education Week.	4 3 2 1 0
14.	Moneys from student activity funds or other sources are adequate to support chapter activities.	4 3 2 1 0
15.	Chapter held employer appreciation event.	4 3 2 1 0
16.	All students enrolled in business education courses are encouraged to become members of a Career and Technology Education student organization.	4 3 2 1 0

Recommendation and/or Comments:

Section VI

Cooperative Delivery System

1.	Written training plans which include a variety of activities at different levels of responsibilities are prepared for each student.	4 3 2 1 0
2.	Classroom instruction is related to on-the-job experiences and includes safety and labor laws.	4 3 2 1 0
3.	The most recently revised curriculum for the course in which the student is training is available and being utilized.	4 3 2 1 0
4.	A continuous evaluation of student progress is made by the teacher and training station supervisor.	4 3 2 1 0
5.	Periodic conferences involving the student, training station supervisor, and teacher are conducted.	4 3 2 1 0

Training Stations

1.	Procedures have been established whereby students are placed in training stations in accordance with their abilities.	4 3 2 1 0
2.	All the items listed below are used as criteria in selecting training stations.	4 3 2 1 0

a. Type of occupation
b. Opportunities for rotation
c. On-the-job supervision
d. Working conditions
e. Reputation
f. Business attitude
g. Stability of employment
h. Hours of employment
i. Facilities and equipment
j. Employer-employee relations
k. Accessibility
l. Wages

3.	Cooperating businesses and training station supervisors are given recognition.	4 3 2 1 0

Student Selection

1.	Criteria have been developed and serve as a basis for student selection.	4 3 2 1 0
2.	In the selection process, students are interviewed to determine occupational interest and to explain job qualifications, program, training, and transportation requirements.	4 3 2 1 0

Recommendations and/or Comments:

Section VII

Facilities and Equipment (Courses)

The following statements pertain to the adequacy of facilities and equipment. Circle the appropriate response for each statement.

1.	Facilities are adequate for type of instruction given.	Yes	No.
2.	Facilities meet standards for handicapped students.	Yes	No
3.	Facilities meet standards for both male and female student.	Yes	No
4.	Adequate money is budgeted for the classroom laboratory.	Yes	No
5.	Classroom equipment is in a good condition.	Yes	No
6.	There is an adequate number of office machines available for the students in the largest class.	Yes	No
7.	Machines and equipment in the classroom are similar to those found in occupations for which students are being prepared.	Yes	No
8.	Materials and supplies are available in sufficient quantities for teaching the courses offered.	Yes	No
9.	Fire extinguishers are well-marked and accessible to students and teachers.	Yes	No
10.	An annual inventory is taken of all machines, equipment, and supplies; and copies are given to the appropriate administrators.	Yes	No
11.	Office machines and equipment are marked in order that ownership may readily be determined.	Yes	No
12.	Equipment purchased with state and federal funds may be easily identified.	Yes	No

Recommendations and/or Comments:

Section VIII

Budget

The following statements concern the adequacy of the office education budget provided by local funds. Please circle the appropriate response next to the statement.

1.	The teaching staff and administration cooperate in the budgeting of teaching materials, equipment, and supplies used by the department.	Yes	No
2.	A written budget request for equipment, supplies, and other departmental expenses is prepared annually.	Yes	No
3.	Accurate records of budgeted funds are kept in the department.	Yes	No
4.	The present budget received by the department is adequate.	Yes	No

Recommendations and/or Comments:

Section IX

Summary

Major Strengths:

Major Weaknesses:

Major Recommendations:

Other Remarks:

_____ _____

_____ _____

Evaluator's Signature (s) Title

APPENDIX

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BO 304 CGU	Business Computer Programming I		135.00	
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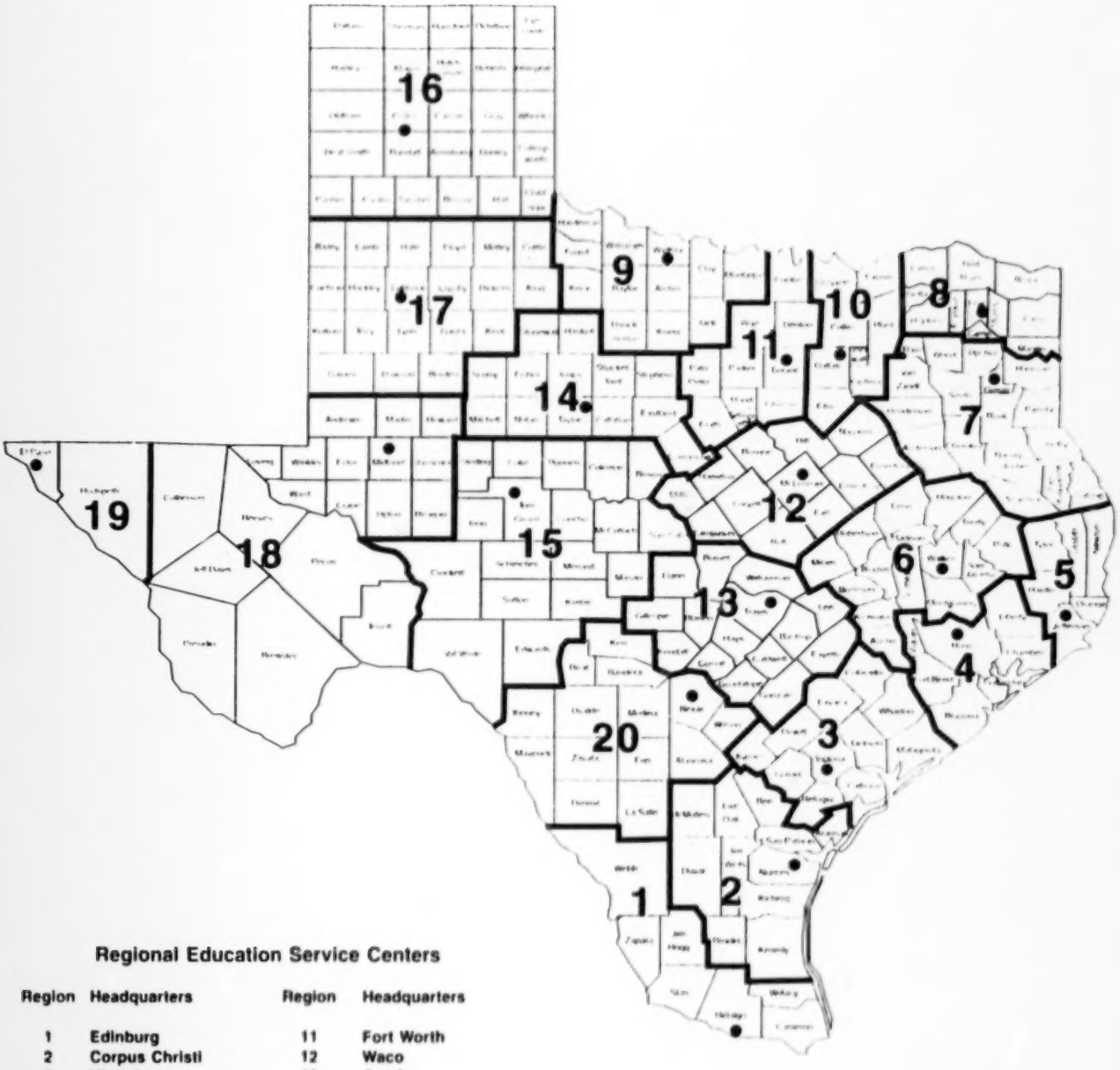
Regional Education Service Centers



Regional Education Service Centers

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7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

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REGIONAL EDUCATION SERVICE CENTERS

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Edinburg, Texas 78539-2234
(210) 383-5611
FAX (210) 383-3524

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209 North Water Street
Corpus Christi, Texas 78401-2599
(512) 883-9288
FAX (512) 883-3442

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(915) 675-8600
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FAX (915) 567-3290

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Location: 6611 Boeing Drive
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FAX (915) 775-6537

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FAX (210) 299-2423

STATE BOARD OF EDUCATION

In the past, teachers have indicated there is a lack of information or, at the very least, a delay in receiving information, and difficulty in understanding the processes of the State Board of Education (SBOE). This section should help somewhat in alleviating both issues. Your contact and relationship with the SBOE members is a vital link in the process. They are very attuned to what their constituents believe, say, and want. Working with that premise, we are providing the following:

1. Pictorial directory of the Board with addresses, telephone numbers, etc.
2. A map of SBOE districts
3. Procedure for public testimony at the regularly-scheduled meetings of the SBOE committees. Testimony is given to the committees, i.e. Instruction, Planning, School Finance/Permanent School Fund, Whole.
4. Procedure for public hearings. Hearings are before the Committee of the Whole which is the full Board.

The committee's schedule and agendas for the regularly-scheduled Board meetings can be accessed on the TEA website on Friday one week before the meeting. The yearly schedule is on the web page. Committee meetings are all day Thursdays and Board meetings are on Friday morning.

The website address is: http://www.tea.state.tx.us/sboe/schedule

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION

(State Board for Career and Technology Education)

JACK CHRISTIE, D.C.
Chair
Houston
District 6

MONTE HASIE
Vice Chair
Lubbock
District 15

MARY HELEN BERLANGA
Secretary
Corpus Christi
District 2

ALMA A. ALLEN, Ed.D.
Houston
District 4

DONNA BALLARD
The Woodlands
District 8

JOE J. BERNAL, Ph.D.
San Antonio
District 3

DAVID BRADLEY
Beaumont
District 7

WILL D. DAVIS
Austin
District 10

GERALDINE MILLER
Dallas
District 12

RICHARD B. NEILL
Fort Worth
District 11

RENE NUÑEZ
El Paso
District 1

ROBERT H. OFFUTT
San Antonio
District 5

ROSIE COLLINS SORRELLS, Ed.D.
Dallas
District 13

RANDY STEVENSON
Bullard
District 9

RICHARD WATSON
Gorman
District 14

MIKE MOSES, Ed.D.
Commissioner of Education
(Executive Officer of the State Board of Education)

COMMITTEES OF THE STATE BOARD OF EDUCATION

INSTRUCTION

GERALDINE MILLER, Chair
DONNA BALLARD
MARY HELEN BERLANGA
ROBERT H. OFFUTT
ROSIE COLLINS SORRELLS, Ed.D.

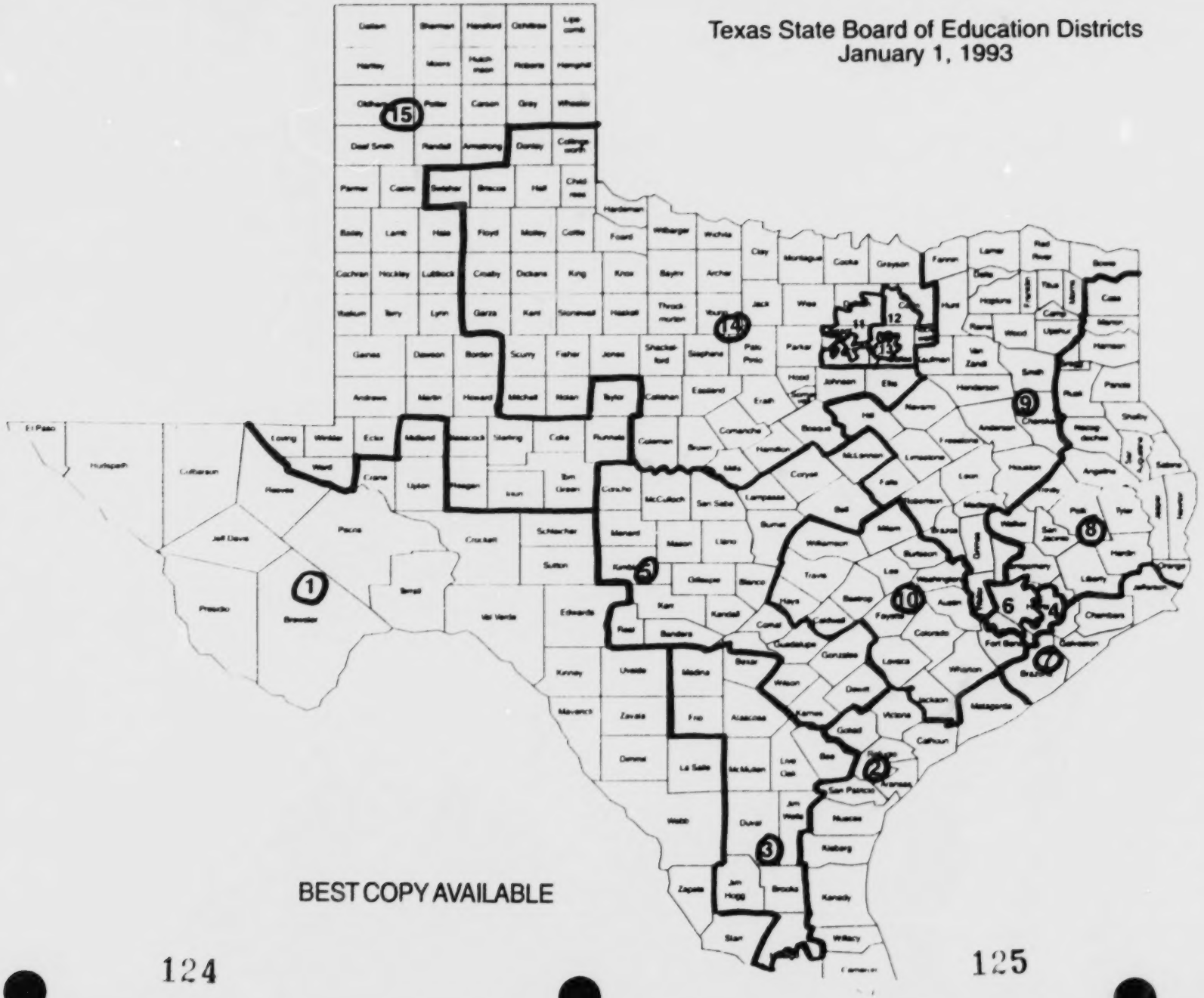
PLANNING

RICHARD WATSON, Chair
ALMA A. ALLEN, Ed.D.
JOE J. BERNAL, Ph.D.
JACK CHRISTIE, D.C.
RANDY STEVENSON

SCHOOL FINANCE/PERMANENT SCHOOL FUND

WILL D. DAVIS, Chair
DAVID BRADLEY
MONTE HASIE
RICHARD B. NEILL
RENE NUÑEZ

Texas State Board of Education Districts
January 1, 1993



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PROCEDURES FOR TAKING PUBLIC TESTIMONY AT STATE BOARD OF EDUCATION MEETINGS

1. Opportunity for public testimony will be provided at regularly scheduled committee meetings and regularly scheduled meetings of the State Board of Education. This procedure exempts special and ad hoc committee meetings from the public testimony requirement.

2. The presiding board member shall take appropriate action to avoid unduly repetitive testimony and to assure that different members of the public with differing points of view have reasonable access to board members.

3. Appropriate physical arrangements for taking testimony shall be prepared. A podium, microphone, and stopwatch are the needed equipment.

4. Testimony invited by board members shall not be counted against the time allotted for unsolicited testimony.

5. Testimony to the Committees.

   a. Public testimony to committees is limited to the topics posted for action or discussion on the date of the regular committee meeting.

   b. Thirty (30) minutes shall be allocated for public testimony. Individual testimony will be taken either at the beginning of the meeting or at the time the related item comes up for committee discussion or action, after staff presentation. The committee chair, with the consent of the committee, may extend the time allocated.

   c. Prior to the beginning of each committee meeting, agency staff will confer with the committee chair on the number and topics of registered speakers to determine the time limit to be imposed on each speaker and whether time constraints will prohibit some registered speakers from testifying. Three (3) minutes per speaker should be used as a planning guide for setting these limits.

      (1) To the extent possible, speaking priority will be given to new speakers. *New speakers* are those individuals who have not spoken before the committee at the prior regularly scheduled meeting of the board on a given topic.

      (2) To the extent possible, speakers will be alternated by viewpoint on an item.

6. Testimony to the General Meeting of the Board.

   a. Public testimony at the general meeting of the State Board of Education is limited to the topics NOT posted for action or discussion at the corresponding regularly scheduled committee meetings and information published in the information section (yellow pages) of the agenda.

   b. Thirty (30) minutes shall be allocated at the beginning of each board meeting for public testimony. By majority vote, the board may extend the time allocated.

   c. Prior to the beginning of each board meeting, agency staff will confer with the board chair on the number and topics of registered speakers to determine the time limit to be imposed on each speaker and whether time constraints will prohibit some registered speakers from testifying. Three (3) minutes per speaker should be used as a planning guide for setting these limits. To the extent possible, speaking priority will be given to new speakers. *New speakers* are those individuals who have not spoken before the board at the prior regularly scheduled meeting of the board on a given topic.

c. Prior to the beginning of each board meeting, agency staff will confer with the board chair on the number and topics of registered speakers to determine the time limit to be imposed on each speaker and whether time constraints will prohibit some registered speakers from testifying. Three (3) minutes per speaker should be used as a planning guide for setting these limits. To the extent possible, speaking priority will be given to new speakers. *New speakers* are those individuals who have not spoken before the board at the prior regularly scheduled meeting of the board on a given topic.

7. Procedures.

a. Registration.

(1) Speakers may register between the hours of 8:00 a.m. and 5:00 p.m. on the Friday and Monday preceding the board meeting. The speaker will give his or her name, organizational affiliation, if any, and indicate which item or topic he or she intends to address. In addition, the registrant will disclose his or her viewpoint on the item or topic, as well as whether he or she, and the organization represented, if any, is a lobbyist registered with the Texas Ethics Commission. The date and time the registration was received will be noted. A standard registration form has been developed and is attached for use in the registration process.

(2) Late registration is permitted up to the start of the committee or board meeting; however, such registration shall be noted as late.

(3) Registration and coordination of public testimony is the responsibility of the following:

Committee of the Whole - Office of the State Board of Education, William B. Travis State Office Building (WBT), Room 2-185, 512/463-9007

Instruction - Associate Commissioner for the Education of Special Populations and Adults, WBT Room 6-100, 512/463-8992

Planning - Associate Commissioner for Policy Planning and Research, WBT Room 3-104, 512/463-9701

School Finance/Permanent School Fund - Department of School Finance and Fiscal Analysis, WBT 6-122, 512/463-8994

SBOE Meeting - Office of the State Board of Education, WBT Room 2-185, 512/463-9007

The William B. Travis State Office Building is located at 1701 N. Congress Avenue, Austin, Texas.

(4) A person may register only one person with the appropriate agency contact. That person may be himself or herself, or another person. Organizations are encouraged to register only one person per item.

b. The presiding officer will determine which speakers will be heard if the number exceeds that which may be reasonably expected to testify in the allotted time. The presiding officer may also determine whether any speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.

PUBLIC TESTIMONY REGISTRATIONS

COMMITTEE NAME: _____ DATE: _____

Item Number	Name	Affiliation	Registered Lobbyist	viewpoint
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
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			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a

PUBLIC TESTIMONY REGISTRATIONS
LATE REGISTRATIONS

COMMITTEE NAME: _____ DATE: _____

Item Number	Name	Affiliation	Registered Lobbyist	viewpoint
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
			Y N	+ - n/a
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			Y N	+ - n/a
			Y N	+ - n/a

REGISTRATION SHEET FOR PUBLIC TESTIMONY

(Please Print Information)

DATE: _____ TIME: _____

NAME OF REGISTRANT: _____

ADDRESS: _____

_____ TELEPHONE NUMBER: _____

AFFILIATION: _____

_____

REGISTERED LOBBYIST: (Personal) _____ YES _____ NO

(Affiliation): _____ YES _____ NO _____ N/A

ITEM TO BE ADDRESSED: _____

_____

VIEWPOINT: ____ FOR ____ AGAINST ___ OTHER: _____

Please indicate whether the State Board of Education or one of its committee will be considering this item:

____ STATE BOARD OF EDUCATION

____ COMMITTEE OF THE WHOLE

____ COMMITTEE ON INSTRUCTION

____ COMMITTEE ON PLANNING

____ COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

* * * * *

Public testimony to board committees is limited to items posted for action or discussion on the date of the regular committee meeting.

Public testimony to the full board is limited to the topics NOT posted for action or discussion at the corresponding regular committee meetings.

If the number of registrations received indicates that testimony would exceed the time allotted, the board will determine which testimony will be taken, giving priority to new speakers and alternating testimony by viewpoint.

The time limit for individual testimony will be announced at the beginning of each board or committee meeting. Three (3) minutes may be used as a planning guide in preparing statements.

Registrants are encouraged to bring twenty-five (25) written copies of testimony for distribution to board members and staff. If a registrant is unable to speak to the board, written materials may be provided to staff for distribution.

____ Registration by Telephone

_____
SIGNATURE OF REGISTRANT

c. Written Copies of Testimony.

(1) Registrants are encouraged to bring written copies of their testimony to the meeting for distribution. Twenty-five (25) copies are sufficient to distribute to all board members and executive staff.

(2) Those who may have wished to testify and who are unable to do so due to time constraints may provide 25 copies of their testimony for distribution to board members and executive staff. The presiding officer is encouraged to identify staff responsible for collecting the written testimony. Also, those who are unable to travel to the committee meeting, but wish to convey their views may mail 25 copies of their testimony for distribution to board members and executive staff.

(3) Written testimony should not exceed (3) pages of double-spaced text and should identify the date; registrant; organizational affiliation, if any, by name; and indicate whether the registrant and the organization he or she represents, if any, is a lobbyist registered with the Texas Ethics Commission.

d. Committee and board minutes will reflect the name of the speaker, his or her affiliation, if any, and the topic addressed. Copies of the written testimony provided by testifiers will be provided to all board members, but will not be attached to the committee and board minutes.

PROCEDURES FOR PUBLIC HEARINGS BEFORE THE STATE BOARD OF EDUCATION

The Administrative Procedure Act and the Texas Education Code require the State Board of Education (SBOE) to provide individuals a reasonable opportunity to submit data, views, or arguments to the board, orally or in writing.

1. Types of Public Hearings:

   a. Hearings on Rules. Prior to the adoption of any rule, the Administrative Procedure Act requires that an agency must allow all interested individuals reasonable opportunity to submit data, views, or arguments to the board, orally or in writing. By law, the SBOE must conduct a public hearing on a substantive rule if a hearing is requested by "at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members." Public hearing testimony is restricted to comments regarding the proposed action. For a board rule, the hearing will be conducted before the appropriate board committee, as determined by the board chairman.

   b. Other Types of Hearings. The board also holds hearings on proposed actions, such as those related to textbook issues. The hearing will be conducted before the appropriate board committee, as determined by the board chairman.

2. When a public hearing has been requested, the SBOE shall establish a hearing date, time, and location. For a rule, the hearing date must be set before any proposed action is adopted.

3. The presiding board member shall take appropriate action to avoid unduly repetitive testimony and to assure that different members of the public with differing points of view have reasonable access to board members.

4. The Texas Education Agency will notify all school district administrators or other interested individuals of the public hearing, including:

   a. the date, time, and place of the public hearing;

   b. the name, address, and telephone number of the person with whom interested parties should register to give testimony at the public hearing, as well as requirements for advance or on-site registration;

   c. the length of testimony allowed per individual testifying at the hearing, i.e. three minutes, five minutes, etc.

   d. a description of the proposed action and its impact on school districts and individuals; and

   e. instructions concerning written testimony:

      (1) speakers are encouraged to bring at least 25 written copies of their testimony to the hearing for distribution.

      (2) anyone who is unable to present testimony due to time constraints may provide 25 copies of his or her testimony for distribution to board members and executive staff.

5. Procedures for conducting the hearing. The committee chair or presiding member must conduct the hearing using the following procedures in the order shown.

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a. Call the meeting to order by announcing the following:

(1) the committee or staff accepting testimony;

(2) the subject regarding which testimony is being accepted;

(3) the date, time, and location (including the room number and the name of the building) of the public hearing; and

(4) staff with whom individuals may register to present testimony.

b. Welcome guests to the hearing and introduce or recognize board members and TEA staff as appropriate.

c. Announce the following rules and procedures for individuals who wish to present testimony at the hearing.

d. Testimony shall be taken in the following order:

(1) Individuals invited by the board or committee to speak on issues will present their testimony first.

(2) Individuals who preregistered to give oral testimony in first come, first served order.

(3) Anyone who did not preregister if time allows.

(4) Speakers are encouraged to bring at least 25 written copies of their testimony to the hearing for distribution.

(5) Each presenter shall state his or her name, address, and organizational affiliation, if any, before beginning oral testimony.

(6) Oral presentations shall be limited to an amount of time specified by the chair. As a general guideline, three minutes will be allotted per speaker. A presenter will be signaled when one minute is left, and time will be called when the remaining minute has expired. The presenter will be allowed to finish the sentence in progress.

(7) Acknowledge the participants' interest in giving testimony and ask staff to call the first presenter.

e. Testimony may be terminated at the completion of the posted time of the hearing.

Age _____
Sex: M____ F___

Time of day related class meets _____

COOPERATIVE TRAINING PLAN

*PROGRAM*_____ _____ *SCHOOL CAMPUS*_____

*STUDENT:*_____ *Soc. Security #* _____

_____ _____ _____
(OCCUPATIONAL OBJECTIVE) *(INSTRUCTIONAL CODE)* *(SCHOOL DISTRICT)*

INDUSTRY:_____ ***NAME OF COMPANY:***_____

DO ANY TASKS FALL UNDER U.S. DEPARTMENT OF LABOR HAZARDOUS ORDERS: YES_____ NO _____

If Yes, the EXEMPTION for APPRENTICES and STUDENT LEARNING will APPLY for TASKS COVERED BY HAZARDOUS OCCUPATION ORDERS #5,8,10,12,14,16 and 17 (see attachment) to the extent:

1) The hazardous work of the student learner/apprentice is incidental to the training;
2) Such work shall be intermittent and for short periods of time and under close supervision of a journeyman if the student is an apprentice or a qualified and experienced person if a student learner;
3) If the student is to be employed as an apprentice, the apprenticeable trade must be registered by the U.S. Department of Labor Apprenticeship and Training;
4) Safety instructions shall be given by the school and correlated by the employer with on-the -job training; and
5) A schedule of organized and progressive work processes on the job shall have been prepared (see reverse side).

The school, the employer and the student will endeavor to cooperate with each other to insure that the applicable exemptions is satisfied.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as described as a desirable employee at at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan.

1) The beginning wage will be $_____ per _____ for _____ hours per school week.

2) A review of the wages paid the student will be made jointly by the employer and the coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economics.

The training period begins the ____ day of _____, 19_____, and extends through _____, 19_____

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS

_____ _____
(Student) Date (Employer) Date

_____ _____
(Parents or Guardian) Date (Teacher-Coordinator) Date

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record, and for students with disabilities, the Individual Transition Plan).

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Description of Specific and Related Occupational Training

Required Essential Knowledge & Skills	To Be Done		Related Study Assignments
	On The Job	Related Class	
Additional Occupational Experiences	On the Job	Related Class	

Hazardous Occupational Orders
U.S. Department of Labor

Following are conditions deemed hazardous for the employment of minors between 16 and 18 years of age. Occupations with an * are exempt from child labor laws for apprentices and student learners under the conditions (eg incidental to the training, intermittent and for brief periods of time, under close supervision, etc.) set forth on the first page of the training plan. Exemptions do not apply to student learners under age 16.

1. Manufacturing, storing, handling or transporting explosives or articles containing explosives (ammunition, black powder, blasting caps, fireworks, high explosives primers, smokeless powder) Exceptions are retail establishments and non explosive areas.

2. Engage as a motor-vehicle driver or outside helper (in the use of an automobile, truck, truck-tractor, trailer, semitrailer, motor-cycle or similar vehicle on a public road, highway, near a mine, near logging or sawmill, or in an excavation) except incidental and occasional driving.

3. Engaged in coal mining, including all work underground, in open-pit, or at surface contributing to extraction, grading, clearing or other handling. Exceptions are picking slate or other refuse at a table or chute in a tipple or breaker, working in surface offices or maintenance or repair shops.

4. Work in all logging occupations or in the operations of any sawmill, lath mill, shingle mill, or cooperage stock mill. Exceptions include work in offices or in repair or maintenance shops; construction, operations, repair, or maintenance of living and administrative quarters, work in timber cruising, surveying or logging-engineering parties; repair or maintenance of roads, railroads or flumes; clearing fire trails or roads, piling and burning slash; maintaining fire-fighting equipment, constructing and maintaining telephone lines; acting as fire lookout or fire patrolman away from logging operations; peeling of fence posts, pulpwood, chemicalwood, excelsior wood, cordwood, or similar products when not done in conjunction with and at the same place as logging functions; and feeding or caring for animals (Note Exceptions shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operations of power-driven machinery, the handling or use of explosives and work on trestles)

*5. Operating power-driven woodworking machines (feeding material into fixed or portable machines used or designed for doing any of the following to wood or veneer: cutting, shaping, forming, surfacing, nailing, stapling, wirestitching, fastening, otherwise assembling, pressing, printing, or removal of materials directly from the point of operations of circular saws and guillotine-action veneer clippers.

6. Exposure to radioactive substances and to ionizing radiations. Includes storing or using radium, making, using, storing, processing, or packaging self-luminous compounds and incandescent mantles; and exposure to other radioactive substances and ionizing radiations that exceed federal standards.

7. Operating or assisting in the operation of power-driven hoisting apparatus (elevator, crane, derrick, hoist, and high-lift truck), including functions performed by crane hookers, crane chasers, and riggers. Exceptions include operating an unattended automatic passenger elevator or electric or air-operated hoist not exceeding one-ton capacity, and riding on a freight elevator operated by an assigned operator.

*8 Operating power-driven metal forming, punching and shearing machines *(metal-working machines)* [e g dies, rolls, knives mounted on rams, plungers], rolling machines [e g beading, straightening, corrugating, flanging, bending, hot or cold rolling mills] pressing and punching machines [e g. full automatic feed & ejection punch presses with fixed barrier guards, power presses, plate punches]. *bendinging machines* [e g apron brakes, press brakes, hammering machines drop hammers, power hammers, shearing machines, guillotine shears, squaring shears, alligator shears, rotary shears].

9. Engaged in mining, other than coal. Exceptions are work in an office, warehouse, supply house, change house, laboratory, repair or maintenance shop not underground. Other exceptions include operating and maintaining living quarters; surveying, road work, general clean -up outside the mine; building and maintaining railroad track when no mining or hauling is ongoing; surface placer operations other than dredging and hydraulic; metal millwork other than mercury recovery or using cyanide; operating jigs, sludge tables, flotation cells, drier filters; hand sorting at picking table or belt.

*10 Operating power-driven meat processing machines (meat patty forming machines, meat and bone cutting saws, knives, headsplitters, guillotine cutters, snoutpullers and jawpullers, skinning machines, horizontal rotary washing machines, casing-cleaning machines, crushing machines, stripping machines, finishing machines, grinding machines, mixing machines, chopping machines, hashing machines, or presses machines).

11. Operating bakery machines (dough mixer, batter mixer, bread dividing, rounding, or molding machine dough brake;dough-sheeter, combination bread slicer/wrapper, cake cutting band saw, setting up or adjusting [only] cookie or cracker machine)

*12. Operating, assisting with, setting up or maintaining power-driven paper-products machines (arm-type wire stitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single-or double-facing machine, envelope die cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap paper baler, vertical slotter, hand feed platen die-cutting, platen printing & punch presses

13. Manufacturing of brick, tile, and kindred products Exceptions include work in offices, laboratories and storerooms, storage and shipping, and drying departments for sewer pipe.

*14 Operating circular saws, band saws and guillotine shears (Note: Apprentices and student learners restricted to machines equipped with full automatic feed and ejection)

15. Engaged in wrecking, demolition and shipbreaking, including cleanup and salvage done at razing, demolishing, or dismantling of buildings, bridge, steeple, tower, chimney, other structure, ship, other vessel.

*16 Engaged in roofing (applying weatherproofing materials and substances to roofs, the installation of roofs [including flashing], alterations, additions, maintenance, or repair [including painting and coating] (Note: Apprentices and student learners also may engage in gutter and downspout work, construction for sheathing or base of roofs, installation of television antennas, air conditioners, exhaust and ventilating equipment and simular appliances).

*17 Engaged in excavation (working in or backfilling trenches , building excavations, tunnels or shafts). Note: Apprentices and student learners restricted to depths of no more than four feet, excavations whose side walls are shored or sloped to the angle of repose, and tunnels or shafts after all driving or sinking and shoring operations are complete.)

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